

Craigmont High Annual Plan (2024 - 2025)

Last Modified at Nov 22, 2024 01:00 AM CST

| <div><div><b>[G 1] Reading/Language Arts</b></div><div>Craigmont High will increase ELA meeting or exceeding expectations proficiency rates in grades 9-10 from 21.4% in 2023 to 25% in 2025; grade 9 from 16% in 2023 to 21% in 2025; grade 10 from 34% in 2023 to 39% in 2025.</div><div><b>Performance Measure</b></div><div>Performance will be measured using the following tools:</div><div>TNReady Assessment</div><div>Schoolwide Common Formative Assessment</div></div>  |  |                    |                           |                     |       |
|--|--|--------------------|---------------------------|---------------------|-------|
| Strategy   | Action Step  | Person Responsible | Estimated Completion Date | Funding Source      | Notes |
| <div><div><b>[S 1.1] Standard Aligned Core Instruction</b></div><div>Craigmont High will provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are understanding content associated with the standards aligned curriculum.</div><div><b>**Supporting Data**</b></div><div>Student performance improved by a decrease in below grade level 2023 to 2024.</div><div>61% to 43% - English I</div><div>63% to 27% - English II</div><div><b>Benchmark Indicator</b></div><div><b>**Benchmark Indicator**</b></div><div><b>**Implementation**</b></div><div>1. Review bi-weekly lesson plans to ensure use of</div></div> | <div><div><b>[A 1.1.1] Use quality vetted testing platform</b></div><div>Craigmont High will acquire a testing platform to track student mastery of standards.</div></div> | Livingston         | 09/27/2024                | SSIG<br>[\$8000.00] |       |

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| <p>standards aligned curriculum</p> <p>2. Offer weekly tutoring and Saturday tutoring once a month to ensure students are supported with standard aligned curriculum expectations</p> <p>3. PLC meetings to support teachers in deliberate practice around delivering the standard aligned curriculum</p> <p>4. Two CFAs quarterly to assess student proficiency around the standard aligned curriculum</p> <p>5. Weekly informal observations to support delivery of standards aligned curriculum</p> <p><b>**Effectiveness**</b></p> <p>1. Teachers submit lesson plans on time bi-weekly with 80% fidelity, that reflects in students improving per nine-week grading period by 3 points.</p> <p>2. Review tutoring sign-in sheets monthly to track student attendance with 100% fidelity.</p> <p>3. PLC meetings will occur weekly to focus on deliberate practice, building common formative assessments, and/or to analyze data with 80% fidelity.</p> <p>4. Teachers will assess and review student data twice a quarter (middle and end of quarter) to determine student growth toward proficiency with 100% fidelity.</p> <p>5. Content teachers will receive timely feedback from weekly observations with 90% fidelity.</p> <p><b>**Evidence**</b></p> <p>Standard Aligned Core Instruction</p> <p>E 1.1.1<b>**Analyze student data to inform instructional decisions to accelerate learning**</b></p> <p>What We Know and Where We Need to Go High Quality Curriculum and System Improvement</p> <p><b>**Tier 1 – Strong Evidence**</b></p> |  |  |  |  |  |
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| <a href="https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf">https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf</a><br><br><a href="https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf">https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf</a> |  |            |            |                   |  |
|  | <p><b>[A 1.1.2] Improve Student Achievement and Growth by Supporting Learning Environments</b><br/> Leadership will help teachers improve instruction by providing instructional materials and supplies.</p> <p>Implementation: Budget Report, Professional Development Sign-in Sheets</p> <p>Effectiveness: Tier 3 teachers instruction should improve as measured by teacher observation form by 50% by quarter 4.</p> | Livingston | 03/14/2025 | Title I<br>SSIG   |  |
|  | <p><b>[A 1.1.3] Prioritize Lesson Planning</b><br/> Admin will support teachers in completing lesson plans bi-weekly and provide feedback.</p>   | Dr. King   | 05/16/2025 |                   |  |
|  | <p><b>[A 1.1.4] Conduct classroom observations and provide feedback</b><br/> Admin will conduct weekly observations to ensure teachers are instructing using standards aligned curriculum resources. Feedback will be given in a timely manner.</p>  | Dr. King   | 05/16/2025 |                   |  |
|  | <p><b>[A 1.1.5] Review data from formative assessments</b><br/> Teachers will review data from formative assessment to track students progress toward proficiency. Subs will be purchased so that teachers can collaborate in Data Digs.</p> <p>Implementation</p>   | Admin Team | 04/18/2025 | Title I<br>SSIG 1 |  |

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|   | <p>Lesson plans for re-teaching weekly review</p> <p>Agenda sign-in sheets and minutes Quarterly</p> <p>Effectiveness</p> <p>ELA students will show progress toward mastery on standards in class by 70% of students scoring 60% or better on assignments - Quarterly</p> <p>The percentage of ELA students Meeting or Exceeding Expectations on CFAs will increase from 8.5% (CFA 1) to 18% (ELA CFA3) - Quarterly</p>    |                      |            |                     |  |
|   | <p><b>[A 1.1.6] Provide after-school and Saturday tutoring</b></p> <p>Weekly and Saturday tutoring will provide students with the additional time, practice and support needed to reach met and exceed expectations on classwork and assessments.</p> <p>Implementation: Sign-in sheets and CFA performance data</p> <p>Effectiveness: Students that attend tutoring are expected to perform at 60% or better on CFAs.</p> | Livingston/<br>Bonds | 04/25/2025 | SSIG<br><br>Title I |  |
| <p><b>[S 1.2] Professional Development</b></p> <p>Craigmont High will provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, mastery of standard look fors, students' skill set, and students' proficiency of standards.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <p>1. Use school walkthrough form to determine PD needs</p> <p>2. Teacher PD Needs Survey</p> | <p><b>[A 1.2.1] Conduct individualized PD</b></p> <p>Individualized PD will be conducted for teachers based on the school walkthrough observation and coaching form.</p>   | Bonds                | 03/28/2025 | Title I             |  |

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| <p><b>**Effectiveness**</b></p> <ol style="list-style-type: none"> <li>1. Review walkthrough form bi-weekly with ILT to determine upcoming PD with 80% fidelity.</li> <li>2. Administer teacher survey needs quarterly to determine teacher needs with 80% fidelity.</li> </ol>   |   |          |            |         |  |
|   | <p><b>[A 1.2.2] Administer Teacher PD Survey</b><br/>A PD needs form will be administered to teachers quarterly so that they can request specific PD.</p>   | Bonds    | 03/28/2025 | Title I |  |
| <p><b>[S 1.3] Targeted Intervention and Personalized Learning</b><br/>Craigmont High will provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>Benchmark Indicator</b><br/><b>**Implementation**</b></p> <p>Craigmont High will provide intervention to all students through the following methods:</p> <ol style="list-style-type: none"> <li>1. After-school tutoring weekly</li> <li>2. Saturday tutoring once a month</li> <li>3. Students allowed 3 retakes per quarter for each student in each class</li> <li>4. Embedded intervention day once a quarter (before report cards)</li> </ol> <p><b>**Effectiveness**</b></p> <ol style="list-style-type: none"> <li>1. Review after-school and Saturday tutoring sign-in sheets monthly with 100% fidelity</li> <li>2. Review student grade verifications quarterly with 100% fidelity</li> </ol> | <p><b>[A 1.3.1] Create intervention opportunities for all students</b><br/>Intervention for all students will be offered to students in a variety of ways:</p> <ol style="list-style-type: none"> <li>1. After-school tutoring weekly</li> <li>2. Saturday tutoring once a month</li> <li>3. 3 retakes per quarter for each student in each class</li> <li>4. Embedded intervention day once a quarter (before report cards)</li> </ol> | Dr. King | 05/23/2025 | Title I |  |

**[G 2] Mathematics**

Craigmont High will improve meeting or exceeding expectation percentages in all grades from 3% in 2023 to 6% in 2025; Algebra I from 2% (2023) to 4% (2025); Algebra II from 7% (2023) to 10% (2025); and Geometry from 0% (2023) to 3% (2025).

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

| Strategy   | Action Step   | Person Responsible | Estimated Completion Date | Funding Source      | Notes |
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| <p><b>[S 2.1] Standard Aligned Core Instruction</b><br/>Craigmont High teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are understanding content associated with the standards aligned curriculum.</p> <p><b>Benchmark Indicator</b><br/>**Benchmark Indicator**</p> <p><b>**Implementation**</b></p> <ol style="list-style-type: none"><li>1. Review bi-weekly lesson plans to ensure use of standards aligned curriculum</li><li>2. Offer weekly tutoring and Saturday tutoring once a month to ensure students are supported with standard aligned curriculum expectations</li><li>3. PLC meetings to support teachers in deliberate practice around delivering the standard aligned curriculum</li><li>4. Two CFAs quarterly to assess student proficiency around the standard aligned curriculum</li><li>5. Weekly informal observations to support delivery</li></ol> | <p><b>[A 2.1.1] Use quality vetted testing platform</b><br/>Craigmont High will acquire a testing platform to track student mastery of standards.</p> <p>Implementation: Budget Report, Professional Development Sign-in Sheets</p> <p>Effectiveness: Tier 3 teachers instruction should improve as measured by teacher observation form by 50% by quarter 4.</p> | Livingston         | 09/27/2024                | Title I<br><br>SSIG |       |

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| of standards aligned curriculum<br>6. Bi-Weekly PLC Meeting Agenda and Student Work Samples<br>**Effectiveness**<br><br>1. Teachers submit lesson plans on time bi-weekly with 80% fidelity that reflects in students improving per nine-week grading period by 3 points.<br>2. Review tutoring sign-in sheets monthly to track student attendance with 100% fidelity.<br>3. PLC meetings will occur weekly to focus on deliberate practice, building common formative assessments, and/or to analyze data with 80% fidelity.<br>4. Teachers will assess and review student data twice a quarter (middle and end of quarter) to determine student growth toward proficiency with 100% fidelity.<br>5. Content teachers will receive timely feedback from weekly observations with 90% fidelity. |  |            |            |                     |  |
|   | <b>[A 2.1.2] Improve Student Achievement and Growth by Supporting Learning Environments</b><br>Leadership will help teachers improve instruction by providing instructional materials and supplies.<br><br>Implementation<br><br>Effectiveness | Dantzler   | 03/14/2025 | Title I<br><br>SSIG |  |
|   | <b>[A 2.1.3] Prioritize Lesson Planning</b><br>Admin will support teachers in completing lesson plans bi-weekly and provide feedback.  | Dr. King   | 05/16/2025 |                     |  |
|   | <b>[A 2.1.4] Conduct classroom observations and provide feedback</b><br>Admin will conduct weekly observations to ensure teachers are instructing using standards aligned curriculum resources. Feedback will be given in a timely manner.     | Dr. King   | 05/16/2025 |                     |  |
|   | <b>[A 2.1.5] Review data from formative assessments</b><br>Teachers will review data from formative  | Admin Team | 04/18/2025 | Title I             |  |

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|   | assessment to track students progress toward proficiency. Subs will be purchased so that teachers can collaborate in Data Digs.   |                     |            |                       |  |
|   | <p><b>[A 2.1.6] Provide after-school and Saturday tutoring</b><br/>Tutoring will provided to support students weekly and Saturday tutoring will be offered once a month.</p> <p>Implementation</p> <p>Effectiveness</p>   | Livingston/<br>Bond | 04/25/2025 | Title I<br><br>SSIG 1 |  |
|   | <p><b>[A 2.1.7] Calculators to increase math proficiency</b><br/>Calculators are needed to support math instruction and increase proficiency on classwork, formative assessments and state tests.</p> <p>Implementation- Bi-quarterly formative assessment scores</p> <p>Effectiveness- Student scores should increase by 5% when calculators are used appropriately.</p> | Dantzler            | 05/23/2025 | SSIG<br><br>Title I   |  |
| <p><b>[S 2.2] Professional Development</b><br/>Craigmont High will provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b><br/>**Implementation**</p> <p>1. Use school walkthrough form to determine PD needs</p> | <p><b>[A 2.2.1] Conduct individualized PD</b><br/>Individualized PD will be conducted for teachers based on the school walkthrough observation and coaching form.</p>   | Bonds/<br>Dantzler  | 03/28/2025 | Title I               |  |



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| <p>2. Teacher PD Needs Survey</p> <p><b>**Effectiveness**</b></p> <p>1. Review walkthrough form bi-weekly with ILT to determine upcoming PD with 80% fidelity.</p> <p>2. Administer teacher survey needs quarterly to determine teacher needs with 80% fidelity.</p>   |   |          |            |         |  |
|  | <p><b>[A 2.2.2] Administer Teacher PD Survey</b></p> <p>A PD needs form will be administered to teachers quarterly so that they can request specific PD.</p>  | Bonds    | 03/28/2025 | Title I |  |
| <p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b></p> <p>Craigmont High provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>** **</b></p> <p><b>** **</b></p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <p>Craigmont High will provide intervention to all students through the following methods:</p> <p>1. After-school tutoring weekly</p> <p>2. Saturday tutoring once a month</p> <p>3. Students allowed 3 retakes per quarter for each student in each class</p> <p>4. Embedded intervention day once a quarter (before report cards)</p> <p><b>**Effectiveness**</b></p> | <p><b>[A 2.3.1] Create intervention opportunities for all students</b></p> <p>Intervention for all students will be offered to students in a variety of ways:</p> <p>1. After-school tutoring weekly</p> <p>2. Saturday tutoring once a month</p> <p>3. 3 retakes per quarter for each student in each class</p> <p>4. Embedded intervention day once a quarter (before report cards)</p> | Dr. King | 05/23/2025 | Title I |  |

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| 1. Review after-school and Saturday tutoring sign-in sheets monthly with 100% fidelity<br>2. Review student grade verifications quarterly with 100% fidelity   |   |                           |                                  |                       |              |
| <p><b>[G 3] College and Career Readiness</b><br/> Craigmont High will increase the percentage of ready graduates from 19.9% (2022*) to 25% (2025*) and increase the graduation rate from 84.1% (2023) to 87% (2025).</p> <p>*accountability lag year and assuming goal was met prior year.</p> <p><b>Performance Measure</b><br/> Performance effectiveness will be measure by the following:</p> <ul style="list-style-type: none"> <li>* Early Post Secondary Opportunities being offered</li> <li>* ACT composite score (21 or higher)</li> <li>* Earnings of Industry Certifications</li> <li>* ASVAB Scores</li> <li>* Graduation Rate</li> </ul> |   |                           |                                  |                       |              |
| <b>Strategy</b>  | <b>Action Step</b>  | <b>Person Responsible</b> | <b>Estimated Completion Date</b> | <b>Funding Source</b> | <b>Notes</b> |
| <p><b>[S 3.1] ACT Preparation</b><br/> Craigmont High will provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p><b>Benchmark Indicator</b><br/> **Implementation**</p> <p>ACT Prep classes offered to students each semester to assist students with raising ACT scores</p> <p>Magoosh ACT Prep software purchased for all students to have access to practice test and materials</p>  | <p><b>[A 3.1.1] Mock ACT</b><br/> Craigmont High will provide a mock ACT test to seniors and juniors to determine placement for additional interventions.</p> | M. Walker/<br>Glass       | 03/28/2025                       | Title I               |              |

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| Mock ACT for seniors and juniors<br><br>Saturday School<br><br>**Effectiveness**<br><br>Monitor student scores bi-weekly on ACT practice test and subtests<br><br>Data analysis after mock test administered to determine ACT tutoring/workshop students  |   |                     |            |                     |  |
|   | <b>[A 3.1.2] ACT Data Dig</b><br>Select team members will analyze data to determine student subgroups need for additional intervention  | Dr. King/ M. Walker | 12/13/2024 | Title I             |  |
|   | <b>[A 3.1.3] ACT Practice Platform</b><br>Magoosh will be used to support instruction in ACT classes and help prepare students for testing.<br><br>Implementation:<br><br>Bi-Weekly Sign-in sheets for afterschool tutoring<br><br>Daily student artifacts from ACT program (*tests completion, web-based sign in stamps, etc*)<br><br>Effectiveness:<br><br>ACT prep students will show an increase in their score toward meeting the benchmark score of 21 or better from 15% to 25%.<br><br>10% of students will have an increase in their subject area benchmark score. | Dantzler            | 04/18/2025 | SSIG<br><br>Title I |  |
| <b>[S 3.2] Early Post-Secondary Opportunities</b><br>Craigmont High will develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. | <b>[A 3.2.1] Monitor student EPSO accumulation</b><br>Counselors will monitor EPSO accumulation regularly to ensure students are meeting graduation expectations.   | Myers               | 04/25/2025 | Title I             |  |

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| <p><b>Benchmark Indicator</b><br/>**Implementation**</p> <p>Pre-AP and AP courses offered at all grade levels</p> <p>ASVAB offered multiple times during the school year</p> <p>Access to vo-tech classes off campus to offer more courses to more students</p> <p>Students that qualify take college courses at Southwest Tennessee Community College to obtain college credits</p> <p><b>**Effectiveness**</b></p> <p>Monitor and review students grades monthly with 80% fidelity.</p> <p>Ensure teachers are meeting check points in College Board quarterly with 100% fidelity.</p> |   |                  |            |         |  |
|  | <p><b>[A 3.2.2] Saturday School</b><br/>Saturday school will be offered once a month for AP students that may need additional instruction and support.</p>  | Dantzler         | 05/09/2025 | Title I |  |
| <p><b>[S 3.3] Career Exploration and Work-Based Learning Opportunities</b><br/>Craigmont High will provide early opportunities for all students by assisting students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p><b>Benchmark Indicator</b><br/>**Implementation **</p> <p>Offer industry certification courses to all grades</p> <p>Expose students to jobs and careers through job</p>  | <p><b>[A 3.3.1] Monitor student enrollment and progress in CTE courses</b><br/>Admin, counselors and graduation coaches will monitor student enrollment CTE courses regularly to ensure students are meeting graduation requirements.</p> | Randle/Gnintedem | 05/23/2025 | Title I |  |

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| <p>and career job fairs</p> <p><b>**Effectiveness**</b></p> <p>Yearly review of student career interest inventories to gauge and support high school course planning.</p> <p>Yearly monitor enrollment and course selection for students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts.</p> <p>Semester review of the Work Based Learning program to maintain professional partnerships</p> <p>Analyze semester transcripts for Pathways to support the program of study and maintain alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.</p> |  |                         |            |         |  |
|  | <p><b>[A 3.3.2] Plan job and career fair for students</b><br/>The Family, Community and Engagement Specialist will work with school leaders to plan job and career fairs for students to explore career opportunities.</p> | Vincent Tharpe          | 03/21/2025 | Title I |  |
| <p><b>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</b><br/>Craigmont High will ****provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p><b>Benchmark Indicator</b><br/><b>**Implementation**</b></p> <p>Freshman orientation offered to all freshmen and new incoming students to ensure a successful transition to Craigmont High.</p>   | <p><b>[A 3.4.1] Freshman Orientation</b><br/>Schools team will ensure activities are planned to welcome and orient students to Craigmont High campus.</p>  | Coleman/Bond s/VanHooks | 04/18/2025 | Title I |  |

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| <p>Schedule college visits for all grades so that students know their options for after high school</p> <p><b>**Effectiveness**</b></p> <p>Parent Survey for effectiveness of programs offered</p> <p>Review 4-year student academic and transition plans yearly to ensure course offerings and opportunities for educational placement are available for transitioning students;</p> <p>Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.</p> |   |                           |                                  |                       |              |
|   | <p><b>[A 3.4.2] College Visits</b><br/>           Craigmont High plan college visits for all students to explore their options and opportunities for after high school.</p> | Dr. King                  | 05/16/2025                       | Title I               |              |
| <p><b>[G 4] Safe and Healthy Students</b><br/>           Craigmont High will maintain at least a 45***%** progressive discipline rate in SY2024-25, from 48***%** in SY2023-24 (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports).</p> <p><b>Performance Measure</b><br/>           Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data<br/>           * PowerBI Data<br/>           * Share Point</p>   |   |                           |                                  |                       |              |
| <b>Strategy</b>   | <b>Action Step</b>  | <b>Person Responsible</b> | <b>Estimated Completion Date</b> | <b>Funding Source</b> | <b>Notes</b> |
| <p><b>[S 4.1] Attendance and Behavior Interventions and Supports</b><br/>           Craigmont High will implement targeted</p>  | <p><b>[A 4.1.1] Incentives for Attendance and Behavior</b><br/>           Craigmont High will incorporate incentives to</p>   | Dr. King                  | 09/05/2023                       | SSIG<br>[\$3246.27]   |              |

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| <p>interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b><br/> <b>**Implementation**</b></p> <p>Student discipline reports</p> <p>Attendance and suspension data</p> <p>Monitor RTI-B data</p> <p><b>**Effectiveness**</b></p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p> | <p>ensure students who have good attendance and behavior are recognized each semester.</p> <p>Implementation:</p> <p>Student Discipline Report (every 20 days)</p> <p>Student Attendance Data (every 20 days)</p> <p>Monthly Behavior Plan Review (RTIB)</p> <p>Effectiveness:</p> <p>The data will be collected in intervals so that at the end of each semester students with no behavior infractions, improved behavior and at least 95% attendance can be celebrated.</p> |              |            |                     |  |
|   | <p><b>[A 4.1.2] Hygiene Kits to Support Attendance</b><br/> Hygiene kits will be used to support attendance initiatives for students.</p>   | Garner/Burks | 05/23/2025 | SSIG<br>[\$3500.00] |  |
|   | <p><b>[A 4.1.3] Clear Backpacks to Support Attendance</b><br/> Clear backpacks will be purchased to encourage students to attend who normally would not due to the school mandate of have a clear backpack.<br/> Clear backpack support a safe environment for all students.</p>  | Fayne        | 05/30/2025 | SSIG<br>[\$3042.00] |  |

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| <p><b>[S 4.2] Professional Development</b><br/> Craigmont High will provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b><br/> <b>**Implementation**</b></p> <p>Connect support with behavior specialist cohort to shadow and learn strategies to support positive behavior and attendance</p> <p>Virtual conferences</p> <p>Partner with local entities to learn strategies around supporting families with situations that impact behavior and attendance</p> <p><b>**Effectiveness**</b></p> <p>Monitor progress each semester from shadowing and conferences to determine changes with 100% fidelity.</p> | <p><b>[A 4.2.1] Connect with Other Schools and Programs</b><br/> Craigmont High will connect with other entities to help combat negative attendance and behavior practices.</p> | <p>Dr. King</p>       | <p>04/25/2025</p> | <p>Title I</p> |  |
| <p><b>[S 4.3] Parent, Family, and Community Engagement</b><br/> Craigmont High will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b><br/> <b>**Implementation**</b></p> <p>Job and Career Fair</p> <p>Parent Meetings via Parents In Education to promote parental involvement</p>   | <p><b>[A 4.3.1] Job/Career Fair</b><br/> Craigmont High will offer job/career fair to engage students and families with resources.</p>  | <p>Vincent Tharpe</p> | <p>04/25/2025</p> | <p>Title I</p> |  |



|   |  |                |            |         |  |
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| <p>Parent Meetings to support parents in understanding instructional expectations for core classes</p> <p><b>**Effectiveness**</b></p> <p>Review participant list from job and career fair with 100% fidelity to determine ways to grow.</p> <p>Monitor participants list from the Parent organization to determine ways to promote to other parents and guardians.</p> <p>Monitor attendance and effectiveness of parent meetings via parent survey to determine additional needs.</p> |  |                |            |         |  |
|   | <p><b>[A 4.3.2] Parent Organization</b><br/> Craigmont High will grow its parent organization P.I.E (Parents in Education) to support positive behavior and attendance of students through family connections.</p> | Vincent Tharpe | 04/25/2025 | Title I |  |
|   | <p><b>[A 4.3.3] Academic Parent Meetings</b><br/> Craigmont High will conduct academic parent meetings each semester to support families in understanding the academic expectations in core classes.</p>           | Livingston     | 04/11/2025 | Title I |  |