

**[G 1] AWMS will increase the number of students on-track & mastery in ELA on TCAP from 44 (SY21-22) to 54 (SY22-23).**

\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\*

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

**District Turnaround Plan Goal**

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Support implementation of standards aligned curricula</b> Rationale -----</p> <p>All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use of technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.</p> <p>Supporting Data -----</p> <p>In the Fall, 10.1% of the students scored On-Track and/or Mastery in ELA. By Spring, there was a significant increase in student mastery resulting in a +15.57% change in OTM from Fall to Spring. By the Spring assessment, 25.6% of the students scored On Track and/or Mastery. During the 2020-2021 school year, there was an overall</p>	<p><b>[A 1.1.1] Improve Student Achievement-Daily Instruction</b> Description -----</p> <p>Teachers will plan and deliver engaging learning experiences utilizing technology &amp; various online platforms that strategically build reading fluency, comprehension, critical thinking and writing skills.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning sign-in sheets</li> <li>* Weekly lesson plan checks w/feedback form</li> <li>* Weekly PLC meetings agendas &amp; sign-in sheets</li> <li>* Informal observations feedback forms</li> </ul>	<p>Rochelle Sanders</p>	<p>05/26/2023</p>		

<p>growth in ELA of +5.7%; however, during the 2021-2022 school year, there was an overall growth in ELA of +15.57%, a difference of roughly 10%.</p> <p><b>Benchmark Indicator Implementation</b> -----</p> <ul style="list-style-type: none"> <li>* Daily use of technology &amp; online standards-aligned student tasks</li> <li>* Use of technology/blended learning during small group instruction twice per week</li> <li>* Percent of students Mastery Connect OTM rates in ELA</li> </ul> <p>Effectiveness -----</p> <p>The overall Mastery Connect OTM in ELA will increase by 5% or higher each MC assessment (Fall 2022, Winter 2022, Spring 2023).</p>	<p>Effectiveness -----</p> <p>Students should perform at or above 70% on District formative assessments (Fall, Winter, Spring) which align with core instructional standards for the specific quarter. In addition, individual teachers' failure rates should be at 10% or less per quarter.</p>				
	<p><b>[A 1.1.2] Conduct Informal Observations/Drop-Ins</b> Description -----</p> <p>The ELA Admin Lead, Content Lead, and the District Level Coaches all participate in weekly and/or bi-weekly informal observation/drop-ins into ELA classrooms utilizing the district's Zoho Instructional Walk-Through Form to ensure the delivery of lessons are being done effectively and the ELA curriculum is being implemented with integrity and fidelity. Debriefing occurs immediately after to identify strengths, weaknesses, and trends. Findings are then shared electronically with</p>	<p>Rochelle Sanders</p>	<p>05/26/2023</p>		

	<p>teachers and are discussed during weekly PLCs. Instructional adjustments are made as required, needed, or suggested and follow-up with visited teachers occur with each proceeding dr.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly/Bi-Weekly classroom observations using the district's Zoho Walkthrough Form and Debriefing Document to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</li> <li>* Weekly teacher follow-up after each informal observation/walk-thru</li> <li>* Bi-Weekly PLCs to analyze student data from bi-weekly common assessments and LASW in order to make instructional adjustments as required, needed, or suggested.</li> </ul> <p>Effectiveness -----</p> <p>The overall Mastery Connect OTM in ELA will increase by 5% or higher each MC assessment (Fall 2022, Winter 2022, Spring 2023).</p>				
<p><b>[S 1.2] Provide support to ensure that an effective instructional model is implemented</b> Rationale -----</p> <p>Teachers working in priority schools often need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to</p>	<p><b>[A 1.2.1] Provide School-Based Professional Development</b> Description -----</p> <p>The PLC Coach, Instructional Facilitator, VILS Coach, Content Lead, and/or Instructional Support Advisors will provide ongoing, research based professional development throughout the year for</p>	<p>Rochelle Sanders, Hiawatha Renfroe, &amp; DaJuana Johnson</p>	<p>05/26/2023</p>		

<p>build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Priority school teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that cognitively engage students in the work. We will provide training, tools, direct supports, coaching, and partner with proven effective vendors to provide training and support that will impact student outcomes.</p> <p>Supporting Data -----</p> <p>AWMS observed an overall increase in percentage points of students performing “On Track/Mastered” (OTM) in ELA of +15.57 from the Fall 2021 to Spring 2022 assessment.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly Informal observations and feedback</li> <li>* Bi-Weekly Informal Walkthrough data meetings</li> <li>* Weekly PLC agendas and sign-in</li> <li>* Weekly Collaborative Planning sign-in</li> <li>* Mastery Connect OTM scores in ELA</li> </ul> <p>Effectiveness -----</p> <p>The overall Mastery Connect OTM in ELA will increase from 25.6% in Spring 2022 to 35.6% or higher in Spring in 2023 by increasing OTM rates by 3.4% or higher each MC assessment (Fall 2022, Winter 2022, Spring 2023).</p>	<p>teachers and staff through various activities including the direct teaching model, modeling effective instructional practices, assessment techniques, implementing blended learning stations, intervention strategies, differentiated instruction, and utilizing technology in daily instruction.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly PLC meetings agendas &amp; sign-in sheets</li> <li>* Monthly PD agendas &amp; sign-in sheets</li> <li>* Quarterly VILS Learning Experiences provided by the Vendor</li> <li>* PLZ Transcripts</li> </ul> <p>Effectiveness -----</p> <p>The overall Mastery Connect OTM in ELA will increase from 25.6% in Spring 2022 to 35.6% or higher in Spring 2023 by increasing OTM rates by 3.4% or higher each MC assessment (Fall 2022, Winter 2022, Spring 2023).</p>				
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	<p><b>[A 1.2.2] Continue Weekly Collaborative Planning &amp; PLC's</b>  Description  -----</p> <p>The PLC Coach and the Instructional Support Advisors will participate in collaborative planning sessions and PLC meetings to assist teachers in delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data.</p> <p>Implementation  -----</p> <ul style="list-style-type: none"> <li>* Weekly schedule of coaching support</li> <li>* Weekly Collaborative planning and/or PLC agendas and sign-in</li> <li>* Mastery Connect Data</li> <li>* Learning Walks/Informal classroom observation data recorded in District Walkthrough platform</li> </ul> <p>Effectiveness  -----</p> <p>With instructional coaching, the percentage of observed lessons meeting the expectations of the District mandated instructional practices will be 70% by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3.</p>	Rochelle Sanders	05/26/2023		
<p><b>[S 1.3] Provide support to ensure that RTI is being implemented effectively.</b>  Rationale  -----</p>	<p><b>[A 1.3.1] Require Academic Enrichment/Intervention Classes</b>  Description  -----</p>	Hiawatha Renfroe	05/26/2023		

<p>There is a large number of students needing intervention in AWMS and teachers need additional support and training to ensure the RTI intervention block and teacher-facing instruction is done with fidelity. Teachers also need help accurately analyzing student data in order to prescribe aligned instruction that meet the needs of individual students.</p> <p>Supporting Data -----</p> <p>AWMS observed a decrease in percentage points of students performing “Below” in ELA Mastery Connect assessments from 64.5% Fall 2021 to 44.6% Spring 2022 assessment.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Bi-Monthly implementation checks</li> <li>* Monthly progress monitoring data reports with a focus on deficit areas</li> <li>* Monthly data team meetings agendas and sign in sheets</li> <li>* Quarterly RTI differentiated training PD sessions and sign in sheets</li> </ul> <p>Effectiveness -----</p> <p>The number of Tier III students requiring</p>	<p>Every student will have an academic enrichment or academic intervention class daily. This class will be on all students' schedule on the same period. Students who have been identified as Tier 2 and Tier 3 will be scheduled for RTI2 (Response to Intervention). All other students will be scheduled for Academic Enrichment. Administrators with experience with RTI2 have been assigned to monitor the effective implementation and ensure teachers, students and parents understand the growth opportunities found in the purpose of RTI2 that will increase student growth and proficiency based on skill set, intervention and instruction.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Data Team Meeting agendas and sign-in</li> <li>* Bi-Weekly Fidelity check notes/records</li> <li>* Monthly checks of edPlan</li> <li>* Informal Walkthroughs</li> </ul> <p>Effectiveness -----</p> <p>The number of Tier II &amp; Tier III students requiring intervention will decrease 10% by decreasing 5% from the fall 2022 to winter 2022 assessment period and an additional 5% from winter 2022 to the spring 2023 assessment.</p>				
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benchmark assessing will decrease 10% by decreasing 5% from the fall 2022 to winter 2022 assessment period and an additional 5% from the winter to the spring 2023 assessment.					
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**[G 2] AWMS will increase the number of students in Math on-track and mastery on TCAP from 35 (SY21-22) to 45 (SY22-23).**  
**\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\***

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

**District Turnaround Plan Goal**  
 [G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Support implementation of standards aligned curricula</b>            Rationale            -----            All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use of technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.</p> <p>Supporting Data            -----            In the Fall, 5.1% of the students scored On-Track and/or Mastery in Math. By Spring, there was a significant increase in student mastery resulting in</p>	<p><b>[A 2.1.1] Improve Student Achievement-Daily Instruction</b>            Description            -----            Teachers will plan and deliver engaging Eureka Math learning experiences utilizing technology &amp; various online platforms that strategically build mathematics fluency, conceptual understanding, and procedure.</p> <p>Implementation            -----            * Weekly collaborative planning sign-in sheets            * Weekly lesson plan checks w/feedback            * Weekly PLC meeting agendas &amp; sign-in sheets            * Informal observation feedback forms</p>	Chauncey Lane	05/26/2023		

<p>a +18.05% change in OTM from Fall to Spring. By the Spring assessment, 23.1% of the students scored On Track and/or Mastery.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Daily use of technology and online standards-aligned student tasks</li> <li>* Use of technology/blended learning during small group instruction twice per week</li> <li>* Percent of students Mastery Connect OTM rates Math</li> </ul> <p>Effectiveness -----</p> <p>The overall Mastery Connect OTM in Math will increase by 5% or higher each MC assessment (Fall 2022, Winter 2022, Spring 2023).</p>	<p>Effectiveness -----</p> <p>Students should perform at or above 70% on District formative assessments (Fall, Winter, &amp; Spring) which align with core instructional standards for the specific quarter. In addition, individual teachers' failure rates should be at 10% or less per quarter.</p>				
	<p><b>[A 2.1.2] Conduct Informal Observations/Drop-Ins</b> Description -----</p> <p>The Math Admin Lead, In-House Math Instructional Coach, Content Lead, and the District Level Coaches all participate in weekly and/or bi-weekly informal observations/drop-ins into Math classrooms utilizing the district's Zoho Instructional Walk-Through Form to ensure delivery of lessons are being done effectively and the Math curriculum is being implemented with integrity and fidelity. Debriefing occurs immediately after to identify strengths, weaknesses, and trends. Findings are shared electronically with teachers and are</p>	<p>Chauncey Lane</p>	<p>05/26/2023</p>		



	<p>discussed during weekly PLC's. Instructional adjustments are made as required, needed, or suggested and follow-up with visited teachers occur within 2 weeks.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly/Bi-Weekly classroom observations using the district's Zoho Walkthrough Form and Debriefing Document to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</li> <li>* Weekly teacher follow-up after each informal observation/walk-thru</li> <li>* Bi-Weekly PLCs to analyze student data from bi-weekly common assessments and LASW in order to make instructional adjustments as required, needed, or suggested.</li> </ul> <p>Effectiveness -----</p> <p>The overall Mastery Connect OTM in Math will increase by 5% or higher each MC assessment (Fall 2022, Winter 2022, Spring 2023).</p>				
<p><b>[S 2.2] Provide support to ensure that an effective instructional model is implemented</b> Rationale -----</p> <p>Teachers working in priority schools often need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to</p>	<p><b>[A 2.2.1] Provide School-Based Professional Development</b> Description -----</p> <p>The In-House Math Instructional Coach, PLC Coach, Instructional Facilitator, VILS Coach, Content Lead, and/or Instructional Support Advisors will provide ongoing, research based</p>	<p>Chauncey Lane</p>	<p>05/26/2023</p>		

<p>build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Priority school teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that cognitively engage students in the work. We will provide training, tools, direct supports, coaching, and partner with proven effective vendors to provide training and support that will impact student outcomes.</p> <p>Supporting Data -----</p> <p>AWMS observed an overall increase in percentage points of students performing “On Track/Mastered” (OTM) in Math of +18.05 from the Fall 2021 to Spring 2022 assessment.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly Informal observations and feedback</li> <li>* Bi-Weekly Informal Walkthrough data meetings</li> <li>* Weekly PLC agendas and sign-in</li> <li>* Weekly Collaborative Planning sign-in</li> <li>* Mastery Connect OTM scores in Math</li> </ul> <p>Effectiveness -----</p> <p>The overall Mastery Connect OTM in Math will increase from 23.1% in Spring 2022 to 33.1% or</p>	<p>professional development throughout the year for teachers and staff through various activities including the direct teaching model, modeling effective instructional practices, assessment techniques, implementing blended learning stations, intervention strategies, differentiated instruction, and utilizing technology in daily instruction.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly PLC meetings agendas &amp; sign-in sheets</li> <li>* Monthly PD agendas &amp; sign-in sheets</li> <li>* Quarterly VILS Learning Experiences provided by the Vendor</li> <li>* PLZ Transcripts</li> </ul> <p>Effectiveness -----</p> <p>The overall Mastery Connect OTM in Math will increase from 23.1% in Spring 2022 to 33.1% or higher in Spring in 2023 by increasing OTM rates by 3.4% or higher each MC assessment (Fall 2022, Winter 2022, Spring 2023)*.*</p>				
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<p>higher in Spring in 2023 by increasing OTM rates by 3.4% or higher each MC assessment (Fall 2022, Winter 2022, Spring 2023).</p>					
	<p><b>[A 2.2.2] Continue Weekly Collaborative Planning &amp; PLC's</b>  Description  -----    The Math Instructional Coach and the Instructional Support Advisors will participate in collaborative planning sessions and PLC meetings to assist teachers in delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data.</p> <p>Implementation  -----    * Weekly schedule of coaching support  * Weekly Collaborative planning and/or PLC agendas and sign-in  * Mastery Connect Data  * Learning Walks/Informal classroom observation data recorded in District Walkthrough platform</p> <p>Effectiveness  -----    With instructional coaching, the percentage of observed lessons meeting the expectations of the District mandated instructional practices will be 70% by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3.</p>	<p>Chauncey Lane</p>	<p>05/26/2023</p>		

<p><b>[S 2.3] Provide support to ensure that RTI is being implemented effectively.</b></p> <p>Rationale -----</p> <p>There is a number of students needing Math intervention in AWMS and teachers need additional support and training to ensure the RTI intervention block and teacher-facing instruction is done with fidelity. Teachers also need help accurately analyzing student data in order to prescribe aligned instruction that meet the needs of individual students.</p> <p>Supporting Data -----</p> <p>AWMS observed a decrease in percentage points of students performing “Below” in Math Mastery Connect assessments from 72.0% Fall 2021 to 50.4% Spring 2022 assessment.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Bi-Monthly implementation checks</li> <li>* Monthly progress monitoring data reports with a focus on deficit areas</li> <li>* Monthly data team meetings agendas and sign in sheets</li> <li>* Quarterly RTI differentiated training PD sessions and sign in sheets</li> </ul> <p>Effectiveness -----</p>	<p><b>[A 2.3.1] Require Academic Enrichment/Intervention Classes</b></p> <p>Description -----</p> <p>Every student will have an academic enrichment or academic intervention class daily. This class will be on all students' schedule on the same period. Students who have been identified as Tier 2 and Tier 3 will be scheduled for RTI2 (Response to Intervention). All other students will be scheduled for Academic Enrichment. Administrators with experience with RTI2 have been assigned to monitor the effective implementation and ensure teachers, students and parents understand the growth opportunities found in the purpose of RTI2 that will increase student growth and proficiency based on skill set, intervention and instruction.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Data Team Meeting agendas and sign-in</li> <li>* Bi-Weekly Fidelity check notes/records</li> <li>* Monthly checks of edPlan</li> <li>* Informal Walkthroughs</li> </ul> <p>Effectiveness -----</p> <p>The number of Tier II &amp; Tier III students requiring intervention will decrease 10% by decreasing 5% from the fall 2022 to winter 2022 assessment period and an additional 5% from winter 2022 to the spring 2023 assessment.</p>	<p>Hiawatha Renfroe</p>	<p>05/26/2023</p>		
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The number of Tier III students requiring benchmark assessing will decrease 10% by decreasing 5% from the fall 2022 to winter 2022 assessment period and an additional 5% from the winter to the spring 2023 assessment.					
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**[G 3] AWMS will reduce chronic absenteeism rate from approximately 30.4% in 2022 to approximately 25.0% or less in 2023.**  
**\*\*Student Support and Services | Best for All Strategic Plan alignment: Student Readiness\*\***

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

**District Turnaround Plan Goal**  
 [G 1] Priority schools will reduce chronic absenteeism rates from approximately 31.8% in 2022 to approximately 26.8% in 2023 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Support students in overcoming barriers related to student attendance</b></p> <p>Rationale            -----</p> <p>Chronic absenteeism remains a challenge for Priority Schools returning to in-person learning during COVID-19. Students must be present in order to receive instruction. In addition, there have been many staffing changes during the past year and training is crucial to ensuring proper documentation and tracking students who may need additional services.</p> <p>Supporting Data            -----</p> <p>When this strategy was fully implemented prior to</p>	<p><b>[A 3.1.1] Provide SEED Training</b></p> <p>Description            -----</p> <p>Train and/or provide refreshers to school staff in August 2022 and January 2023 to identify, consistently monitor, and track at-risk students for chronic absenteeism; hold quarterly Round Table Discussions to share effective strategies to support reducing chronic absenteeism rates from 30.4% in 2022 to 25.0% or below in 2023.</p> <p>Implementation            -----</p> <p>* Weekly** **Attendance Reports            * Quarterly PD agenda and sign in sheets            * Monthly Attendance Team meeting and sign in</p>	Towan Henning	05/26/2023		

<p>COVID-19, we saw positive impact. Chronic absenteeism rates for AWMS decreased from 17.9% in 2019 to 11% in 2020.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly** **Attendance Reports</li> <li>* Quarterly PD agenda and sign in sheets</li> <li>* Monthly Attendance Team meeting and sign in sheets</li> <li>* District 20-day attendance reports</li> </ul> <p>Effectiveness -----</p> <p>Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 91.3% in 2022 to 93.0% or higher in 2023.</p>	<p>sheets</p> <p>Effectiveness -----</p> <p>* Attendance reports will be generated and reviewed weekly to track attendance and provide the appropriate intervention. Flagged students will follow the outlined process designed by the schools. Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 91.3% in 2022 to 93.0% or higher in 2023.</p>				
	<p><b>[A 3.1.2] Monitor Student Attendance</b> Description -----</p> <p>Teachers, Attendance GOS, and School counselors will utilize a streamlined process for monitoring student attendance and tracking at-risk (5-8% attendance rate) or chronically absent (10% attendance rate or higher) students. Monitoring will take place every 20-days to ensure students are identified early and student intervention plan developed and implemented.</p>	Dianne Milem	05/26/2023		

	<p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Daily attendance reports</li> <li>* 20 -day tracking documentation of at-risk students</li> <li>* Monthly clean-up procedure documentation</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Chronically out of school rates will decrease from 30.4% in 2022 to 25.0% or below in 2023 by decreasing 1.25% or more per quarter.</li> </ul>				
<p><b>[S 3.2] Implement targeted programming, strategies, and interventions to support student mental health including trauma informed practice, restorative practices, school counseling, and mental health programming</b></p> <p>Rationale -----</p> <p>Teachers, faculty, and staff need to continue their work in making all students feel welcomed at school. Finding ways to get students back into the building is step one, and continuously finding ways to assist them with developing social-emotional skills consistently is the next vitally important step. By adding a Social Emotional Learning component to our Academic Enrichment classes, students learn crucial life skills, including the ability to understand themselves, develop a positive self-image, take responsibility for their actions, and forge relationships with the people around them that will result in decreased behavioral instances leading to out of school suspensions.</p> <p>Supporting Data</p>	<p><b>[A 3.2.1] SEL Mini-Lessons During Academic Enrichment</b></p> <p>Description -----</p> <p>Social emotional learning helps students develop the self-awareness, self-control, and interpersonal skills that are vital for growth. Teachers will incorporate 15 minute mini-lessons on SEL during the Academic Enrichment period.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly fidelity checks for SEL mini-lessons during Academic Enrichment period</li> <li>* Weekly collaborative planning sign in sheets</li> <li>* Bi-Weekly data report for Reset Room &amp; SHAPE Program</li> <li>* Monthly SEL PD agenda and sign-in sheets</li> </ul> <p>Effectiveness</p>	Anthony Stone	05/26/2023		

<p>-----</p> <p>New strategy</p> <p><b>Benchmark Indicator</b> Implementation</p> <p>-----</p> <ul style="list-style-type: none"> <li>* Weekly fidelity checks for SEL mini-lessons during Academic Enrichment period</li> <li>* Weekly collaborative planning sign in sheets</li> <li>* Bi-Weekly data report for Reset Room &amp; SHAPE Program</li> <li>* Monthly SEL PD agenda and sign-in sheets</li> </ul> <p>Effectiveness</p> <p>-----</p> <p>Incremental decreases of 2% on 20 day reports for suspension rates leading to an overall suspension rate decrease from 21.7% in 2022 to 20% or less in 2023.</p>	<p>-----</p> <p>Incremental decreases of 2% on 20 day reports for suspension rates leading to an overall suspension rate decrease from 21.7% in 2022 to 20% or less in 2023.</p>				
<p><b>[S 3.3] Engage students, families, and communities to support students in overcoming barriers to learning</b></p> <p>Rationale</p> <p>-----</p> <p>Many students struggle with barriers to attendance such as transportation, transient students, homelessness, etc. The AWMS attendance secretary, school counselors, ESL mentors, and school attendance teams will work together to develop an Attendance Plan to include parent workshops, incentives, home visits, and an effective SART and SARB processes for students showing early warning signs (5-8% absenteeism rate).</p>	<p><b>[A 3.3.1] SART Meetings and Attendance Plans</b></p> <p>Description</p> <p>-----</p> <p>Flagged students will have their SART meetings conducted and attendance plans developed within 3 days of being flagged.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> <li>* Daily attendance records</li> <li>* SART meeting date within 3 days of student being flagged</li> <li>* SART meeting agenda and sign-in</li> </ul>	<p>Towan Henning</p>	<p>05/26/2023</p>		



<p>Supporting Data -----</p> <p>New strategy</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Bi-Weekly school attendance report</li> <li>* SART and SARB meeting agendas and sign-in</li> <li>* Quarterly parent workshop agendas and sign-in</li> <li>* Bi-weekly student/parent check-ins to update Attendance Plans</li> </ul> <p>Effectiveness -----</p> <p>Chronically out of school rates will decrease from 30.4% in 2022 to 25% or below in 2023 by decreasing 1.25% or more per quarter.</p>	<ul style="list-style-type: none"> <li>* Written attendance plans for student</li> <li>* Evidence of implementation of attendance plan action steps</li> </ul> <p>Effectiveness -----</p> <p>100% of attendance plan action steps are implemented as outlined in individual student plans with 50% implemented within one week, 75% within two weeks and 100% within three weeks with a 60% completion rate by quarter one, an 80% completion rate by quarter two, and a 90% completion rate by the end of semester one.</p>				
	<p><b>[A 3.3.2] Parent Workshops</b> Description -----</p> <p>The goal of the workshops is to help parents develop a better understanding of how chronic absence can impact a child's achievement, by identifying who is affected by poor attendance early on, by learning how attendance affects a child's ability to read at grade level, and enabling parents to explore strategies for ensuring or improving a child's attendance.</p> <p>Implementation</p>	<p>Lillie Pinkston &amp; Sonja Thomas</p>	<p>05/26/2023</p>		

	----- Workshop agendas & sign-in sheets				
	Effectiveness ----- Targeted student's Chronic Absenteeism rate will not increase to exceed 10%.				