

Soulsville Charter School Annual Plan (2023 - 2024)

Last Modified at Feb 12, 2024 11:23 AM CST

**[G 1] Reading/ Language Arts**

**\*\*Goal\*\***

TSCS will increase ELA meeting or exceeding expectations proficiency rates in all grade from 10.3% to 15.3% in 2024

**\*\*District Turnaround Plan Goal 4\*\***

Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

Standards-aligned Interim Assessment using Mastery Connect

**\*\*Lever of Change\*\***

\* Lever 2: Effective Instruction

| Strategy   | Action Step  | Person Responsible   | Estimated Completion Date | Funding Source | Notes |
|--|--|--|---------------------------|----------------|-------|
| <p><b>[S 1.1] Standard Aligned Core Instruction</b><br/> <b>**Rationale**</b></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 technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.</p> <p><b>**Supporting Data**</b></p> <p>* In Winter 2022, our 6-10 ELA interim assessment</p> | <p><b>[A 1.1.1] A 1.1.1 Create standards based lesson plans</b><br/> <b>**Description**</b></p> <p>Throughout the year, teachers will develop lesson plans that focus on differentiated small group instruction based on TSCS and Tennessee state standards.</p> <p><b>**Implementation**</b></p> <p>* Instructional Coaches will give actionable feedback targeting standards-alignment of questions and tasks by reviewing weekly lesson</p> | <p>Nadia Barnard,<br/>                     Emmanuel McKinney,<br/>                     Samara Gibbs,<br/>                     Kelly King,<br/>                     Jarneisha Gladney,<br/>                     Johnathan Justice</p> | <p>05/23/2024</p>         |                |       |

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| <p>proficiency rate was 14.73%. In Spring 2023, our 6-10 ELA interim assessment proficiency rate was 15.52% on MasteryConnect.</p> <ul style="list-style-type: none"> <li>* Our Fall 2023 interim assessment for 6-10 ELA 16.7%. Our Winter 2023 interim assessment for 6-10 ELA was 17.25% on MasteryConnect.</li> <li>* Our 2023-24 6-12 ELA instructional walkthrough data showed an average increase from 2.8 in standards alignment in September 2023 to 4.0 in standards alignment (based on 4.0 scale) in November 2023.</li> </ul> <p><b>Benchmark Indicator</b><br/>**Implementation**</p> <ul style="list-style-type: none"> <li>* Administrators will conduct quarterly reviews of Revolutionary Teaching 3.1 (state-approved teacher evaluation system) observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</li> <li>* The Academics Team will conduct three formal instructional walkthroughs of ELA classrooms for Fall, Winter and Spring focusing on standards-aligned tasks, assessment-aligned tasks and student mastery.</li> <li>* Leaders and Teachers will engage in quarterly comprehensive data reviews (known as "Data Days") three times throughout the year.</li> <li>* Use of MasteryConnect to create standards-aligned/ TNReady-aligned formative assessments for all daily, weekly and unit assessments in ELA classrooms.</li> <li>* Leaders will conduct an ELA curriculum selection process for the 2024-25 school year, which includes an audit of the current 6-12 ELA curriculum, LearnZillion, and a 9-week pilot of the CommonLit curriculum during Quarter 3 of the 23-24 school year.</li> </ul> <p><b>**Effectiveness**</b></p> | <p>plans and conducting weekly classroom observations.</p> <ul style="list-style-type: none"> <li>* The 6-12 Director of Academics and School Directors (Principals) providing ongoing feedback and support to Instructional Coaches and teachers throughout the school year as well as conduct quarterly instructional walkthroughs.</li> <li>* To ensure that students have more time with ELA content, an additional ELA teacher serves each middle school grade level. Even though current grade level enrollment is approximately 100 per grade, each grade level has two ELA teachers that allow for additional and sometimes double blocks of ELA content each week.</li> <li>* Our instructional coaches will ensure that literacy strategies are reinforced and embedded in daily instruction for all non-math courses throughout the year.</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* 100% of non-math teachers will have an 80% or higher on-time submission rate for weekly lesson plans.</li> <li>* 100% of ELA teachers will receive weekly lesson plan feedback and weekly classroom observations as measured by the academics coaching tracker.</li> <li>* 100% of ELA classrooms will score 4 out of 4 for standards-alignment during quarterly instructional walkthroughs.</li> <li>* 100% of non-math courses will include text-dependent questioning into weekly lesson plans as measured by instructional coaches' feedback.</li> </ul> |  |  |  |  |
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\* Students should perform at or above the 70% on Soulsville Scholars Interim Assessments (Fall, Winter and Spring) via MasteryConnect, which align with core instructional standards for the specific quarter.

\* Daily classroom observations using the Revolutionary Teaching 3.1 will provide administrators with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standards-aligned instruction.

\* All ELA classrooms will average a 4.0 in standards alignment and assessment alignment and an average of 3.5 for student mastery in the Spring 2024 walkthrough #3.

\* Leaders will compare 2023 Quarter 3 interim assessment data to 2024 Quarter 3 interim assessment data, to observe a significant enough difference in ELA proficiency rates to use as a data point in the 24-25 ELA curriculum selection process.

\* Data Day action plan submissions will demonstrate teacher understanding of student data and relevant action steps to increase student proficiency and meet our 23-24 school-wide ELA goal of 21.6% met + exceeded (double AMO).

**\*\*ESSA Tier of Evidence\*\***

[Driven by Data 2.0](<https://www.esc19.net/cms/lib/TX01933775/Centricity/Domain/163/THE%20MAIN%20IDEA%20--%20Driven%20by%20Data%20--%204-10.pdf>)

This article summarizes the teachings and findings explained in \*Driven By Data 2.0\*. [\*Driven by Data 2.0\*](<https://www.amazon.com/Driven-Data-2-0-Practical-Instruction/dp/111952475X>) is a practical

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| <p>guide that answers these questions to empower schools to achieve significant gains in student achievement. Rooted in a proven framework that has been implemented in thousands of schools, the book presents what makes schools successful along with tools to put the framework into place to make data work for your schools:</p> <ul style="list-style-type: none"> <li>* Assess: set the roadmap for learning</li> <li>* Analyze: identify why students struggle</li> <li>* Act: teach more effectively what students need</li> <li>* Build the culture: train and develop your staff so that data-driven instruction can thrive</li> </ul> <p>**Tier 1 - Strong Evidence**</p> |   |   |                   |  |  |
|  | <p><b>[A 1.1.2] A 1.1.2 Implement standards-aligned formative assessments</b><br/> <b>**Description**</b></p> <p>Based on Spring 2023 data, students need routine practice with TNReady-aligned assessment items. Students benefit from opportunities to productively struggle by breaking down assessment items and analyzing answer choices to determine the most appropriate response. These opportunities allow students to demonstrate mastery of the course content while also applying their knowledge of test-taking strategies.</p> <p><b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Purchasing MasteryConnect item banks</li> <li>* MasteryConnect professional development for all teachers to support with implementation</li> <li>* Using MasteryConnect and CommonLit to support daily integration of standards-aligned multiple-choice items</li> <li>* Implementation of Student Data Days</li> <li>* Incorporating distractor analysis into student test reflections</li> </ul> | <p>Nadia Barnard,<br/>Emmanuel McKinney,<br/>Kelly King,<br/>Samara Gibbs</p> | <p>05/24/2024</p> |  |  |

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|  | <ul style="list-style-type: none"> <li>* Modeling test-taking strategies for students</li> <li>* Normed guidelines for exit tickets and Do Nows</li> <li>* Assessment alignment look-for added to quarterly instructional walkthrough rubric</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* 100% of ELA teachers will use MasteryConnect item banks or CommonLit item assessments to create or adopt daily and weekly formative assessments and track student data.</li> <li>* 100% of students will have at least two opportunities to analyze their interim assessment data and reflect on their content mastery and use of test-taking strategies via Student Data Days.</li> <li>* 100% of ELA teachers will lead students through at least one distractor analysis activity each week.</li> <li>* 100% of ELA classrooms will implement standards-aligned multiple-choice exit tickets or Do Nows at least three times per week.</li> <li>* 100% of ELA classrooms will score 4 out of 4 for assessment-alignment during quarterly instructional walkthroughs.</li> <li>* 100% of students will increase their ELA proficiency rate by at least 10% between Interim Assessment #1 in October and Interim #3 in February.</li> <li>* The school-wide ELA proficiency rate will rise by 2.5% on each quarterly interim assessment.</li> </ul> |  |                   |  |  |
| <p><b>[S 1.2] Professional Development</b><br/>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, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p><b>Benchmark Indicator</b><br/>Periodic classroom observations using the RT</p> | <p><b>[A 1.2.1] A 1.2.1 Provide Data Driven Professional Development</b><br/>During the year, all teachers participate in ongoing professional development at least once per month. At the beginning of the year, Administrators and Instructional coaches create a PD schedule for the school year which consists of school-wide, academic, grade-level and individual PD support. Development will be led by TSCS staff including administrative teams, instructional coaches, high performing colleagues, and outside facilitators. The</p>  | <p>Kelly King,<br/>Nadia Barnard,<br/>Emmanuel McKinney,<br/>Maya Robinson,<br/>Alexia Young,<br/>Jenna Connor,<br/>Samara Gibbs</p> | <p>06/07/2024</p> |  |  |

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| <p>Walkthrough Protocol will provide administrators with data 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 in order to plan professional development support.</p> <p>Teacher-led PD sessions led by teacher leaders are offered 2x a year to learn best practices and effective strategies to help students reach the districts ELA goal.</p> <p>Academic Team meetings are conducted twice each month at 100% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Data Days are facilitated quarterly by Director of Academic and Instructional Coaches at 85% attendance to support content teachers and administrators with data aligned feedback and targeted training that should result in more effective daily instructional practices that should be observed during observations.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires.</p> | <p>focus will include providing strategies to improve student improvement performance, classroom organization, classroom management, instructional strategies and technology integration.</p>  |  |                   |  |  |
|   | <p><b>[A 1.2.2] A 1.2.2 Implement Soulsville Teacher Planning and Preparation</b><br/> Before the start of each school year, teachers attend a 1 week intensive training session. Teachers participate in high quality sessions related to creating long-term plans, interim assessments and coaching in instructional strategies, as well as time to create said artifacts.</p> | <p>Maya Robinson,<br/> Kelly King,<br/> Nadia Barnard,<br/> Emmanuel McKinney,<br/> Alexia Young,<br/> Jenna Connor,<br/> Samara Gibbs</p> | <p>08/14/2023</p> |  |  |

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| <p><b>[S 1.3] Targeted Intervention and Personalized Learning</b><br/>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/>Monthly progress monitoring data review of students' performance in targeted intervention (EasyCBM) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>80% of students will grow at least 1.5 years in reading based on the universal screener.</p> | <p><b>[A 1.3.1] A 1.3.1 Utilize external data systems to identify and assist struggling students</b><br/>TSCS staff will continue to utilize external data systems (I-ready, Edgenuity, and EasyCBM) to identify students needing intervention. These tests will be administered 3x a year and the data reviewed by Director of RTI and Internal Assessment, Interventionists, Reading Specialists, and Administrators. Those students will be selected in collaboration with teachers and assigned specific plans and additional instruction. Students with characteristics of Dyslexia determined by the TISA Law will receive dyslexic specific intervention by our Reading Specialists. TSCS staff will utilize data days and team meetings, utilizing interim assessments and unit assessments, to identify struggling students and create targeted plans to help those students improve. Those plans will be approved by TSCS administrative staff and shared with students and families as appropriate.</p> | <p>Alexia Young,<br/>Kelly King,<br/>Nadia Barnard,<br/>Emmanuel<br/>McKinney</p> | <p>03/18/2024</p> |  |  |
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**[G 2] Mathematics**  
TSCS will improve meeting or exceeding expectation percentages in all grades from 5.8% to 10.8% in 2024.

**Performance Measure**  
Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

| <b>Strategy</b>  | <b>Action Step</b>  | <b>Person Responsible</b>   | <b>Estimated Completion Date</b> | <b>Funding Source</b> | <b>Notes</b> |
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| <p><b>[S 2.1] Standard Aligned Core Instruction</b><br/>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</p> | <p><b>[A 2.1.1] A 2.1.1 Implement CPM (College Preparatory Mathematics) Program</b><br/>CPM is a complete MS and HS program for grades 6-12 designed to engage all students in learning mathematics through problem solving, reasoning and communication. Our Math Coach is responsible for providing hands on daily coaching for all of our math teachers. She also ensures that</p> | <p>Collen Amos,<br/>Kelly King,<br/>Nadia Barnard,<br/>Emmanuel<br/>McKinney,<br/>Johnathan<br/>Justice</p> | <p>05/23/2024</p>                |                       |              |

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| <p>career and college ready.</p> <p>To ensure that students have more time with math content, an additional math teacher serves each middle school grade level. Even though current grade level enrollment is approximately 100 per grade, each grade level has two math teachers that allow for additional and sometimes double blocks of math content each week.</p> <p>Even though end of year results show some student growth in math , we will ensure that beginning with the 23-24 school year our science coach will ensure that math standards are reinforced and embedded in the science curriculum for the year.</p> <p><b>Benchmark Indicator</b><br/>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data 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.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p> | <p>the program is implemented with fidelity across all grade levels and courses. During the first few weeks of school, all new teachers meet with the Math Coach. She conducts weekly observations and debrief sessions.</p> |  |  |  |  |
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|   | <p><b>[A 2.1.2] A 2.1.2 Create Interim assessments</b><br/> TSCS will use an external source (Mastery Connect) to create predictive interim assessments (SSIAs) aligned to state standards and state assessments. The results of these assessments will be used track student progress towards state assessments. These assessments will be used to backwards plan units, lessons and individual activities by aligning them with the state's rigorous standards.</p>   | Alexia Young,<br>Kelly King,<br>Collen Amos,<br>Nadia Barnard,<br>Emmanuel<br>McKinney                      | 03/08/2024 |  |  |
| <p><b>[S 2.2] Professional Development</b><br/> Provide ongoing, high quality professional development at the District and 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/> Periodic classroom observations using the RT Walkthrough Protocol will provide administrators with data 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 in order to plan professional development support.</p> <p>Teacher-led PD sessions led by teacher leaders are offered 2x a year to learn best practices and effective strategies to help students reach the districts ELA goal.</p> <p>Academic Team meetings are conducted twice each month at 100% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Data Days are facilitated quarterly by Director of</p> | <p><b>[A 2.2.1] A 1.2.1 Provide Data Driven Professional Developmen</b><br/> During the year, all teachers participate in ongoing professional development at least once per month. At the beginning of the year, Administrators and Instructional coaches create a PD schedule for the school year which consists of school-wide, academic, grade-level and individual PD support. Development will be led by TSCS staff including administrative teams, instructional coaches, high performing colleagues, and outside facilitators. The focus will include providing strategies to improve student improvement performance, classroom organization, classroom management, instructional strategies and technology integration.</p> | Kelly King,<br>Nadia Barnard,<br>Emmanuel<br>McKinney,<br>Alexia Young,<br>Collen Amos,<br>Maya<br>Robinson | 06/07/2024 |  |  |

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| <p>Academic and Instructional Coaches at 85% attendance to support content teachers and administrators with data aligned feedback and targeted training that should result in more effective daily instructional practices that should be observed during observations.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires.</p>  |  |   |                   |  |  |
|   | <p><b>[A 2.2.2] A 1.2.2 Implement Soulsville Teacher Planning and Preparation</b><br/> Before the start of each school year, teachers attend a 1 week intensive training session. Teachers participate in high quality sessions related to creating long-term plans, interim assessments and coaching in instructional strategies, as well as time to create said artifacts.</p>   | <p>Kelly King,<br/> Nadia Barnard,<br/> Emmanuel McKinney,<br/> Collen Amos,</p>                    | <p>08/07/2023</p> |  |  |
| <p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b><br/> 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>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b><br/> Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> | <p><b>[A 2.3.1] A 2.3.1 Utilize external data systems to identify and assist struggling students</b><br/> TSCS staff will utilize external data systems (I-ready and Edgenuity) to identify students needing intervention. These tests will be administered 3x a year and the data reviewed by the Director of RTI and Internal Assessments as well as interventionists, teachers, and administrators to identify students in need of support. Those students will be selected in collaboration with teachers and assigned specific plans or additional instruction as needed.</p> | <p>Alexia Young,<br/> Jenna Connor,<br/> Nadia Barnard,<br/> Emmanuel McKinney,<br/> Kelly King</p> | <p>03/17/2024</p> |  |  |

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| TN Ready Assessment and End of Course (EOC)  |  |  |  |  |  |
| Weekly and quarterly grade reports for students to demonstrate mastery of content presented. |  |  |  |  |  |

**[G 3] College and Career Readiness**

TSCS will continue to improve the percent of Ready Graduates, and seeks to graduate 100% of its seniors. By doing so, students will be set up for college and career success. TSCS will increase the percentage of ready graduates from 15.86% to 20.86% (2024).

**Performance Measure**

Performance effectiveness will be measure by the following:

- \* Early Post Secondary Opportunities
- \* ACT composite score (21 or higher)
- \* ASVAB Scores
- \* Graduation Rate
- \* AP Course Enrollment
- \* DE Course Enrollment

| Strategy   | Action Step   | Person Responsible  | Estimated Completion Date | Funding Source | Notes |
|--|---|---|---------------------------|----------------|-------|
| <p><b>[S 3.1] ACT Preparation</b><br/> TSCS - Using the TDOE ACT Prep course code, all 11th grade students will be enrolled in an ACT prep course to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT. Additionally, we will provide ACT-specific professional development to all grade level and academic teachers of ACT standards, so that high-quality, targeted, assessment-aligned instruction can take place in all classrooms. We ultimately want to maximize student performance both inside the ACT Prep classroom and in targeted, school based workshops for students</p> <p><b>Benchmark Indicator</b><br/> Quarterly review of student's report card data to monitor success rates in ACT supported courses.</p> <p>Quarterly attendance roster reviews of ACT workshops will demonstrate student exposure and</p> | <p><b>[A 3.1.1] A 3.1.1 Assign students periodic Mock ACT Assessments</b><br/> Starting with their sophomore year, students will take approximately 4 mock ACT assessments through the end of their senior year. After the sophomore test, administrators are able to disaggregate data in preparation for enrollment in Junior Seminar. The data is used in preparing areas of focus and possible remediation for Junior Seminar. Data, as well as, data progress is shared with students and families throughout students high school career. The results are also used to track students' growth in college and career readiness during their high school career internally within the school.</p> | Lynesee Brinkerhoff,<br>Kelly King,<br>Collen Amos,<br>Samara Gibbs | 02/26/2024                |                |       |

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| <p>opportunity for skill building for test mastery.</p> <p>All 11th graders enroll in ACT Course</p> <ul style="list-style-type: none"> <li>* Annually Course credit</li> <li>* Semester grade audits</li> <li>* Quarterly student report card audits</li> <li>* Periodic School Equity Walks conducted by Instructional Coaches and Director of Academics. They will provide fidelity checks of instructional shifts needed for in ACT prep course for students to progress towards 21 on ACT.</li> </ul>   |   |  |                   |  |  |
|  | <p><b>[A 3.1.2] A 3.1.2 Enroll All Juniors and Seniors in Junior and Seminar Seminar (ACT Prep)</b><br/> All juniors take 1 period per day of an 'academic seminar' class to help them prepare for college and careers. Junior Seminar focuses almost exclusively on ACT preparation and provides students with ACT practice, test taking tips and strategies to succeed on the overall assessment. During students' senior year, they continue to receive ACT support, while receiving daily support in completing registration and applications for secondary pathways.</p>   | <p>Lynette Brinkerhoff, Maya Robinson, Emmanuel McKinney</p>         | <p>08/10/2023</p> |  |  |
| <p><b>[S 3.2] Early Post-Secondary Opportunities</b><br/> TSCS - 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.</p> <p><b>Benchmark Indicator</b><br/> Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> | <p><b>[A 3.2.1] A 3.2.1 Require all seniors to enroll in Senior Academic Seminar</b><br/> Senior Academic Seminar is led by two instructors. The course was designed to provide additional time during the day to assist students with identifying colleges and other postsecondary pathways of interest, applying to said colleges and finding financial aid to make attending those colleges a possibility. These classes meet once per day, five times per week. Other secondary pathways include technical pathways. Instructors plan and assist students with planning college and school visits throughout the school year. They also assist with other student needs, which could include ACT prep, and other test prep needed as part of entrance requirements.</p> | <p>Peter Rosenberger, Matthew Shelton, Kelly King, Maya Robinson</p> | <p>08/11/2023</p> |  |  |

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| <p>Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p>  |  |  |                   |  |  |
|  | <p><b>[A 3.2.2] A 3.2.2 Require participation for all HS students in Student Growth Experiences (Summer/Yearly)</b><br/> We believe that exposing students to academic and social experiences (internships, apprenticeships, etc.) outside of the walls of TSCS will prepare them for success after TSCS. TSCS will require all high school students to complete a summer growth experience (SGE) an write a report, powerpoint and presentation about the experience. This requires students to complete, at minimum, a 1 week summer internship, job or fellowship between their high school academic years. The grade for this paper and presentation will go on their quarter 1 english grade. Students will receive support from our SGE Director and Graduation Coach in finding an SGE for the summer. Our SGE and Graduation Coach also assists with providing help in essay writing, entrance requirements, and any other interventions needed for successful consideration by area schools, businesses and other programs. This person works very closely with students throughout the year to ensure that they are taking the necessary steps to build a very strong resume, that will ultimately set them up for numerous opportunities as they approach graduation.</p> | <p>Letarryan James, Maya Robinson, Emmanuel McKinney</p>   | <p>06/30/2024</p> |  |  |
| <p><b>[S 3.3] Career Exploration and Work-Based Learning Opportunities</b><br/> Provide early opportunities for all students in college and career planning by identifying interests and career expectations. Assist 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></p> | <p><b>[A 3.3.1] A 3.3.1 Participate in Career Days and Ongoing Speaker Series</b><br/> Because many students need to receive exposure to careers, we will provide periodic career days and speakers to share with students information about their selected career path. More importantly, share with students all that is needed to achieve life's goals and aspirations.</p>   | <p>Maya Robinson, Emmanuel McKinney, Ashley Little, Shanina Franklin, Nadia Barnard, Alyssa Brown, George Parker</p> | <p>05/23/2024</p> |  |  |

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| <p>Semester review of student career interest inventories to gauge and support high school course planning.</p> <p>Transcript analysis will be conducted each semester to support aligned Pathways programs and student attainment of pre-requisition skills for internships and apprenticeships.</p> <p>Use of student career interest inventories - annually.</p>   |  |   |            |  |  |
|   | <p><b>[A 3.3.2] A 3.3.2 Provide Career Interest Inventories</b><br/> Each year, we will administer career interest inventories with students. We also administer other inventories that will support student growth in specific areas.</p>   | George Parker,<br>Alyssa Brown,<br>Ashley Little,<br>Shanina Franklin   | 05/23/2024 |  |  |
|   | <p><b>[A 3.3.3] A 3.3.3 Provide Clubs and Organizations</b><br/> This school year, students are able to signup for clubs and organizations that meet during the school day. Many of the clubs and organizations are closely tied to different careers and fields of study. We will also attempt to pair students with outside organizations as well.</p>   | George Parker,<br>Alyssa Brown,<br>Ashley Little,<br>Shanina Franklin   | 05/23/2024 |  |  |
| <p><b>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</b><br/> ****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/> Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings;</p> <p>Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school</p> | <p><b>[A 3.4.1] A 3.4.1 Implement New/Returning Student Orientation and Grade Level Meetings</b><br/> During the start of each school year, we hold 6th grade, 9th grade and new student orientations with families. The hope is that all students become acclimated with the work that we do at TSCS. It's an opportunity to share the School's mission/vision, while equipping students with tools that will support them throughout the school year. Also during the first week of school, students participate in grade level meetings, that are led by school administrators. These meetings are designed to give students hands on tools to have a successful start to the school year. Grade level meetings also continue throughout the school year.</p> | Nadia Barnard,<br>George Parker,<br>Alyssa Brown,<br>Maya Robinson,<br>Emmanuel McKinney,<br>Ashley Little,<br>Shanina Franklin | 08/07/2023 |  |  |

| transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.  |   |  |                           |                |       |
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| <p><b>[G 4] Safe and Healthy Students</b></p> <p>All TSCS students will cultivate a positive climate to ensure that school environments are safe and conducive for instruction. For 2023-24, by reducing chronically out of school students by 10%, with a focus on our High school scholars. We will also continue to reduce the number of disciplinary actions taken against students; the percentage of expulsions reported.</p> <p><b>Performance Measure</b></p> <p>Interventions and supports will be measured using the following:</p> <ul style="list-style-type: none"> <li>* PowerSchool Data</li> <li>* Kickboard Internal Data</li> <li>* Share Point</li> </ul>  |   |  |                           |                |       |
| Strategy  | Action Step   | Person Responsible   | Estimated Completion Date | Funding Source | Notes |
| <p><b>[S 4.1] Attendance and Behavior Interventions and Supports</b></p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b></p> <p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents.</p> <p>Monitor 20 day reports to identify students at risk of high chronic absenteeism.</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance.</p> <p>Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, etc.).</p> | <p><b>[A 4.1.1] A 4.1.1 Provide Daily and Quarterly Incentives</b></p> <p>As part of our incentive system, students are able to accrue points (Grammy's) for being at school and on-time each day. The points add up each week and if certain benchmarks are met, students can receive perks and be recognized as Gold and Platinum Students. These students receive out of uniform passes, the ability to eat outside, and enjoy other perks during the school year. Each quarter, students who have met a certain benchmarks are also invited to our Quarter RISE Reward. This system is managed by our Deans of Students for both the MS and HS.</p> | <p>Alyssa Brown,<br/>George Parker,<br/>Ashley Little,<br/>Shanina Franklin,<br/>Tonya Biles</p> | <p>05/23/2024</p>         |                |       |

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|  | <p><b>[A 4.1.2] A 4.1.2 Implement Daily Office Calls Student</b></p> <p>Whenever a student is absent, the office calls the families of students. They provide a daily report to administrators with a list of absent students, as well as the reasons why they are absent. Administrators use this information when addressing families about attendance issues, and when following through with the truancy office.</p>  | <p>Shericka Blair,<br/>Joylyn Irvin,<br/>Ashley Little,<br/>Shanina Franklin,<br/>George Parker,<br/>Alyssa Gurreri,<br/>Tonya Biles,<br/>Iesha Green,<br/>George Saxton,<br/>Veronica Raynor</p>                    | <p>05/23/2024</p> |  |  |
|  | <p><b>[A 4.1.3] A 4.1.3 Create a Well-rounded Learning Environment</b></p> <p>Throughout the school year, students have the opportunity to participate in many different organizations and clubs throughout the school year. All students in the Middle School take a music class. Music offerings are also available in the High School. All Middle School students are assigned to an organized PE class. There are also after school athletic opportunities for students to participate sports (basketball, volleyball, golf, track, rugby, cheerleading and cross country). During the year, students also have college visits to expose them to area colleges. Our College And Alumni Team works closely with students to arrange fly-ins with colleges from across of the country. During the pandemic, we are will find ways to extend opportunities to students. All MS Students take Art and are regularly engaged in SEL lessons. Both MS and HS students partake in health and wellness lessons that are created by our school nurse. He is able to see and address trends that are in direct response to referrals that he receives each day.</p> | <p>Peter Rosenberg,<br/>Matt Shelton,<br/>Leterryan James, Jordan Smith,<br/>Shaman McGowan,<br/>Heather Trussell,<br/>Arthella Williams,<br/>Angela Parker,<br/>Rebecca Sloan,<br/>LaTerryan James, Dee Gregory</p> | <p>05/23/2024</p> |  |  |
|  | <p><b>[A 4.1.4] A 4.1.4 Implement Disciplinary Support Systems</b></p> <p>Our social worker addresses home and school issues that students face. We understand that</p>   | <p>Joylyn Irvin,<br/>Casio Dixon,<br/>Tonya Biles</p>  | <p>05/23/2024</p> |  |  |



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|  | <p>these impact students ability to be successful in and outside of the classroom. As it relates to discipline, this person would meet with students when certain behaviors and trends are noticed by teachers. If needed, she would develop behavior trackers and such to track student's performance.</p> <p>Teachers also implement support systems within the classroom to redirect student behavior. The goal is for students to receive as much class time as possible. If needed, students might be asked to see the Associate Dean or Students or Dean of Students for redirection. They, along with teachers and other support staff, work closely with students and ensure that families are aware of trends that might be seen while students are at school.</p> |  |            |  |  |
|  | <p><b>[A 4.1.5] A 4.1.5 Implement Social Worker</b><br/> Social Worker will closely monitor attendance trends. Along with monitoring trends, this person will assist with identifying any barriers that may be associated with chronic absences and tardies. Interventions and action plans will be put in place. If needed, this person would conduct home visits as a method to access the family needs and conduct interviews in response to school referrals. She will also maintain an ongoing liaison with community agencies and other resources to meet student needs; refers parents and student to agencies when appropriate. This step is in addition to the SART team, and all of its action steps.</p>   | Joylyn Irvin   | 05/23/2024 |  |  |
| <p><b>[S 4.2] Professional Development and Incentives</b><br/> Provide ongoing, high quality professional development and incentives (bonuses) 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, while focusing on classroom/behavior management and social emotional learning to improve student behavior and attendance. The strategy would be to</p> | <p><b>[A 4.2.1] A 4.2.1 Create Student, Class and Grade Level Behavioral Plans and Trackers</b><br/> Teachers will develop weekly and quarterly plans and trackers. These items will be reviewed across grade level teams, and with if needed, School Counselor, Social Worker and administrators.</p> <p>Time will be set assist bi-weekly for team meetings to discuss successes and areas of growth.</p>   | Nadia Barnard, Emmanuel McKinney, Amber Thomas, Joylyn Irvin | 05/23/2024 |  |  |

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| <p>secure and retain high performing teachers, administrators and staff, to ensure that school aims are being adequately met.</p> <p><b>Benchmark Indicator</b><br/>Monitor the number of student referrals each quarter.</p> <p>Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD.</p> <p>Monitor reports of bullying. Identify grade level trends.</p> |   |  |                   |  |  |
|   | <p><b>[A 4.2.2] A 4.2.2 Analyze Discipline and Attendance Reports</b><br/>To ensure that we manage discipline and student attendance in the best way possible, Deans of Students will periodically meet and review student trends. Any immediate trends will be communicated to Team Leaders so that internal interventions can be implemented. As needed, parents and guardians will be contacted for additional support. Truancy and other procedures will be managed by the Deans of students as well. Team level meetings are a part of the PD calendar each quarter.</p>                           | <p>George Parker,<br/>Alyssa Brown,<br/>Ashley Little,<br/>Shanina<br/>Franklin</p>                        | <p>05/23/2024</p> |  |  |
|   | <p><b>[A 4.2.3] A 4.2.3 Provide Data Drive Professional Development</b><br/>During the year, teachers will receive ongoing professional development at least once per month to ensure that classroom structures are setup to minimize the number of distractions and opportunities for behavioral issues. Development will be led by TSCS staff including administrative teams, instructional coaches, high performing colleagues, and outside facilitators. The monthly sessions will center on classroom organization, classroom management, instructional strategies and technology integration.</p> | <p>Maya<br/>Robinson,<br/>Alyssa Brown,<br/>George Parker,<br/>Ashley Little,<br/>Shanina<br/>Franklin</p> | <p>06/07/2024</p> |  |  |

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|   | <p><b>[A 4.2.4] A 4.2.4 Implement STPP-Soulsville Training, Planning and Preparation</b></p> <p>Before the start of the 23-24 school year, teachers attended a 1.5 week intensive training session. They are given high quality instruction and support related to creating long-term plans, interim assessments and coaching in instructional and classroom management strategies, as well as time to create said artifacts. Teachers also are introduced to SEL and our Exceptional Children's program and other important school-wide systems.</p>   | <p>Jenna Conner,<br/>Kelly King,<br/>Nadia Barnard,<br/>Maya Robinson,<br/>George Parker,<br/>Alyssa Brown,<br/>Ashley Little,<br/>Shanina Franklin,<br/>Emmanuel McKinney,<br/>Carleton McClelland</p> | <p>08/07/2023</p> |  |  |
| <p><b>[S 4.3] Parent, Family, and Community Engagement</b></p> <p>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></p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p> | <p><b>[A 4.3.1] A 4.3.2 Implement Parent Academic Access and Support</b></p> <p>Parents are provided with the opportunity to engage with teachers during parent teacher conferences and other parent sessions, which happen multiple times per year. At this time, parents can request resources and assistance for their children. Parents are also expected to assist with homework as needed and to review weekly progress reports with students, at which time they can request assistance from their children's teachers. Students and Parents are provided data points during the meetings, as well as in printed Weekly Data Reports that families can keep for student academic tracking. These reports show areas of growth and well as targeting improvement areas. Parents and students have access to teacher email addresses through our grade management system, Teacher Ease.</p> <p>Our full parent engagement plan is as follows:</p> <ol style="list-style-type: none"> <li>1. Just before enrollment, all students are required to attend a mandatory individual/group meeting.</li> </ol> | <p>Alyssa Brown,<br/>George Parker,<br/>Ashley Little,<br/>Shanina Franklin,<br/>Emmanuel McKinney,<br/>Nadia Barnard,</p>  | <p>05/23/2024</p> |  |  |

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|  | <p>This meeting is held virtually and will include the parent, student, principal, and possibly a faculty member.</p> <p>2. Signed Home/School Compact agreement.</p> <p>3. Parental support with homework.</p> <p>4. Multiple parent meetings are planned for the year. Any parent informational meetings will be held at regular and flexible meeting times. Parents may also request meetings as needed. (For at least the first semester, these meetings will be held via phone, email and/or virtually.)</p> <p>5. Parents will be invited to an annual Title 1 meeting to provide them with information concerning their rights to be involved in the school, Title 1 requirements, and the Soulsville Charter School's participation in Title 1.</p> <p>6. Parents will be involved in the development of the Home-School Compact.</p> <p>7. Appropriate documents and information will be distributed to parents in a timely manner (ie. via school's website, Teacher Ease, periodic newsletters and progress reports, and parental conferences).</p> <p>8. Parents will be provided information regarding curriculum, academic assessments, and the student proficiency goals. Parents will be provided with updates on student progress as monitored by classroom teachers.</p> <p>9. Parents will be asked to chaperone field trips.</p> <p>10. Parents will be asked to assist during other school related events and activities.</p> <p>11. Parents will be invited to join the PTA. Periodic</p> |  |  |  |  |
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|  | <p>PTA meetings will include faculty participation in an effort to help parents and teachers work together to implement appropriate programming.</p> <p>12. Special accommodations to assist with reasonable parent involvement will be provided as requested by the parent.</p>  |  |                   |  |  |
|  | <p><b>[A 4.3.2] A 4.3.1 Implement Open House / Title 1 Meeting / Parent-Teacher Conferences</b><br/> TSCS will host Open Houses and Parent-Teacher Conferences throughout the year. We want to ensure that parents are engaged throughout the year, we will host an Parent Night, Title 1 Meeting and PTCs at the beginning of the year and additional parent-teacher conferences throughout the year. Parents can request a teacher meeting at any time.</p> | <p>Sharicka Blair,<br/> George Parker,<br/> Alyssa Brown,<br/> Ashley Little,<br/> Shanina Franklin,<br/> Joylyn Irvin</p> | <p>02/29/2024</p> |  |  |