

**[G 1] TSCS will increase the school-wide ELA proficiency rate on TNReady Assessments to 21.6% or higher in Spring 2025.**

\*\*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 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] 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 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>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* In Fall 2023, our 6-10 ELA interim assessment proficiency rate was 16.7% our Spring 2024 interim</p>	<p><b>[A 1.1.1] Implement standards-aligned formative assessments</b>                      Description                      -----                      *Provide a brief narrative of the proposed action step.*</p> <p>Teachers will create standards-aligned, TNReady-like daily and weekly assessments using MasteryConnect and Commonlit items to adequately monitor student data.</p> <p>Implementation                      -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* ELA teachers will use MasteryConnect item banks or CommonLit 360 item assessments to create or adopt daily and weekly formative assessments and track student data.</p>	<p>Kelly King,                      Director of Academics;                      Samara Gibbs,                      6-12 ELA Instructional Coach;                      Nadia Barnard, MS Director;                      Emmanuel McKinney, HS Director</p>	<p>04/11/2025</p>	<p>TAG 4.0                      [ \$139650.00 ]</p>	

<p>assessment proficiency rate for 6-10 ELA increased to 21.75%</p> <p>* 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 February 2024.</p> <p><b>Benchmark Indicator Implementation</b> -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* 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.</p> <p>* Leaders and Teachers will engage in quarterly comprehensive data reviews (known as "Data Days") three times throughout the year with agendas and sign-in sheets.</p> <p>* Teachers will use MasteryConnect and CommonLit 360 to create standards-aligned/ TNReady-aligned formative assessments for all daily, weekly and unit assessments in ELA classrooms.</p> <p>* The ELA Instructional Coach will review and provide weekly, actionable feedback of ELA teachers' weekly lesson plans to ensure effective implementation of the new CommonLit 360 curriculum</p> <p><b>Effectiveness</b> -----</p> <p>*How will the turnaround strategy/intervention be</p>	<p>* School Directors and the Director of Academics will monitor Mastery Connect and CommonLit assessments weekly via the admin portals.</p> <p>* The ELA coach will review weekly lesson plans for the attached daily and weekly formative assessments.</p> <p>* The ELA coach will review exit tickets and Do Nows weekly to ensure standards alignment.</p> <p>* The Director of Academics will monitor the lesson plan submission tracker weekly to review ELA teacher assessment submissions and hold follow-up conversations with teachers who fail to meet expectations.</p> <p>* The Academics team will conduct quarterly instructional walkthroughs to examine student work and monitor implementation and alignment of formative assessments.</p> <p>* The ELA coach will review lesson plans during the first week of each quarter to ensure implementation of at least two Student Data Days, during which students analyze their quarterly interim assessment data and reflect on their content mastery and use of test-taking strategies.</p> <p><b>Effectiveness</b> -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Students will score at least 70% on standards-aligned multiple-choice exit tickets or Do Nows given at least three times per week.</p> <p>* 100% of ELA classrooms will score 4 out of 4 for assessment-alignment during quarterly instructional walkthroughs.</p> <p>* 100% of students will increase their individual score on their ELA interim assessments by at least 10% between Interim Assessment #1 in October</p>				
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<p>monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* All students will score at or above 70% on Soulsville Scholars Interim Assessments (Fall, Winter and Spring) via MasteryConnect for ELA.</p> <p>* All ELA classrooms will average a 4.0 on the standards alignment and assessment alignment rubric and an average of 3.5 on the student mastery rubric during the final walkthrough in February 2025, which allows leaders times to address deficits areas prior to Spring 2025 TNReady testing.</p> <p>* Leaders will compare 2024 Quarter 3 interim assessment data to 2025 Quarter 3 interim assessment data, to observe an increase by at least 3% in ELA proficiency rates from Spring 2024 to Spring 2025 to determine the effectiveness of CommonLit360 curriculum.</p> <p>* We will meet our school-wide ELA goal of 21.6% met + exceeded (double AMO).</p> <p>* Students will score at least 70% on weekly formative assessments given during the 24-25 school year.</p>	<p>and Interim Assessment #3 in February.</p> <p>* The school-wide ELA proficiency rate will rise by at least 3% on each quarterly interim assessment.</p>				
<p><b>[S 1.2] Provide support to ensure that an effective instructional model is implemented</b></p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Teachers and leaders working in priority schools need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to 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 and leaders need various supports that will help impact</p>	<p><b>[A 1.2.1] Provide Data-Driven Professional Development (for Teachers)</b></p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Prior the the start of each school year, school leaders engage in two administrative weeks during which they review and analyze the concluded school year's quantitative and qualitative data. As a result, administrators and instructional coaches create a PD schedule for the school year which consists of school-wide, academic, grade-level and individual PD support.</p> <p>Implementation</p>	<p>Kelly King, Director of Academics; Nadia Barnard, MS Director; Emmanuel McKinney, HS Director; Maya Robinson, Executive Director; Alexia Young, Director of RTI/ Internal Assessments; Samara Gibbs, 6-12 ELA</p>	<p>04/11/2025</p>	<p>TAG 4.0 [\$13400.00]</p>	

<p>student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that actively engage students in learning. We will partner data proven effective vendors to provide training, tools, direct supports, and coaching that will positively impact student outcomes.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>New Strategy</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* The Academics Team will conduct ongoing Staff PD &amp; PLCs and provide sign-in sheets and agendas. * The Director of Academics will review the ELA coaching tab in the Academic Coaching Tracker spreadsheet each week to monitor the ELA coach's touch points (including observations, coaching meetings, lesson plan feedback and other support) with ELA teachers. * The Executive Leadership Team will review the yearly PD calendar weekly, making any adjustments as need to support instruction. * The Director of Academics will conduct bi-weekly co-observations with school directors and instructional coaches to observe and assess standards alignment and student mastery in ELA</p>	<p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Internal Teacher professional development systems...(with sign-in sheets, agendas, and teacher feedback surveys) * Department PLCs - led by Instructional Coaches three times per quarter * Academic "Data Days" - led by Director of Academics and Instructional Coaches one time per quarter * Coaching meetings - led by Instructional Coaches weekly to biweekly (differentiated by need of teacher) * Staff Training, Planning and Preparation - led by school-wide leadership team two weeks leading up to the start of the new school year * External Teacher professional development systems...(with sign-in sheets, agendas, and teacher feedback surveys) * CommonLit 360 Curriculum Training - led by CommonLit * MasteryConnect implementation PD - led by MasteryConnect</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Teacher feedback surveys for internal professional development will show an average of at least 4.2 out of 5 with their level of comfortability with implementing the given strategies for all sessions led by Academic Team members. * Teacher feedback surveys for external professional development will show an average of at least 4.2 out of 5 with their level of comfortability with implementing the given strategies for all</p>	<p>Instructional Coach</p>			
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<p>classrooms, and document observations using the Academic coaching tracker.</p> <p>* The Academics Team will conduct three formal instructional walkthroughs of ELA classrooms for Fall, Winter and Spring and tabulate data in the instructional walkthrough data hub.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Professional development surveys will show an average of at least 4.2 out of 5 with their level of comfortability with implementing the given strategies for all sessions led by Academic Team members.</p> <p>* Results for the "Professional Development" domain on the Fall 2024 and Spring 2025 Insight Survey will meet or exceed the national average (5.0).</p> <p>* All ELA classrooms will average a 4.0 on the standards alignment and assessment alignment rubric and an average of 3.5 on the student mastery rubric during the final walkthrough in February 2025, which allows leaders times to address deficit areas prior to Spring 2025 TNReady testing.</p> <p>* The school-wide ELA proficiency rate will increase by at least 3% on each quarterly interim assessment.</p>	<p>sessions led by external facilitators.</p> <p>* At least 60% 'agree' ratings on all indicators of the "Professional Development" domain on both Fall 2024 and Spring 2025 Insight surveys.</p> <p>* All ELA classrooms will average a 4.0 on the standards alignment and assessment alignment rubric and an average of 3.5 on the student mastery rubric during the final walkthrough in February 2025, which allows leaders times to address deficits areas prior to Spring 2025 TNReady testing.</p> <p>* 100% of students will increase their ELA percent correct by at least 10% between Interim Assessment #1 in October 2024 and Interim #3 in February 2025.</p> <p>* The school-wide ELA proficiency rate will rise by 3% on each quarterly interim assessment.</p>				
	<p><b>[A 1.2.2] Provide Data-Driven Professional Development (for Leaders)</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>During the year, all leaders participate in ongoing professional development at least once per month.</p>	<p>Kelly King, Director of Academics; Maya Robinson, Executive Director</p>	<p>05/23/2025</p>		

At the beginning of the year, the Director of Academics creates a PD schedule for school leaders which consists of co-observations, team and individual meetings, instructional walkthroughs, and coaches' PLCs. Leaders who participate in these PDs include the Executive Director, middle and high School Directors (Principals), Instructional Coaches, Director of Internal Assessments & RTI and the Dean of Exceptional Education. The focus of these PDs will include using data to set goals for the academic program, establishing professional development foci to support the goals, and norming on effective coaching strategies and teacher feedback protocols.

Implementation  
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\*Identify the indicator(s) used to measure implementation of the action step.\*

- \* Coaches PLCs - twice per quarter for all Instructional Coaches
- \* Academics Team meetings - weekly to biweekly (dependent upon time of year) for Middle & High School Directors, Director of Internal Assessments & RTI, Dean of Exceptional Education, and Instructional Coaches
- \* Co-observations with Instructional Coaches - weekly
- \* Co-observations with School Directors - biweekly
- \* Instructional Walkthroughs - quarterly for Executive Director, Middle & High School Directors, and Instructional Coaches

Effectiveness  
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\*Identify the benchmark(s) to be used to measure effectiveness toward increasing student

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	<p>achievement.*</p> <p>* By Spring 2025 instructional walkthroughs, leaders will have 100% normed ratings on all classroom observations.</p> <p>* The school-wide ELA proficiency rate will rise by at least 3% on each quarterly interim assessment.</p> <p>* Based on professional development foci, the ELA department will score an overall effectiveness rating of at least 3.0 out 4.0 by the Spring 2025 walkthrough.</p>				
<p><b>[S 1.3] Provide additional support for students who are failing to make academic progress</b></p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Due to various factors, including the impact of the pandemic, there is a large number of students needing intervention at Soulsville. Providing academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners is imperative to improve student achievement. In addition, school leaders and teachers need support and training to 1) ensure RTI intervention blocks and teacher-facing instruction is done with fidelity, 2) accurately analyze student data in order to prescribe aligned instruction that meet the needs of individual students.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p>	<p><b>[A 1.3.1] Utilize external data systems to identify and assist struggling students</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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>Implementation -----</p> <p>*Identify the indicator(s) used to measure</p>	<p>Alexia Young, Director of RTI/ Internal Assessments; Kelly King, Director of Academics; Nadia Barnard, MS Director; Emmanuel McKinney, HS Director; Chantelle Spann, HS Reading Specialist; Shetona Edwards, MS Reading Specialist</p>	<p>05/23/2025</p>		

<p>* 27 out of 48 students who demonstrated characteristics of dyslexia in Fall 2023 exited out of the revolutionary readers program by Spring 2024.</p> <p>* The number of High School students testing in to the RTI program decreased from 164 in Spring 2023 to 79 in Spring 2024.</p> <p>* 17% of students who entered the RTI program in Fall 2023 exited by Spring 2024.</p> <p>* There was a 7.88% reduction in the ELA Below Rate between the Q1 Interim Assessment and Q3 Interim Assessment.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* The Director of RTI &amp; Internal Assessments will schedule Fall universal screener assessment in August 2024 for all students to identify students' areas of deficit in reading.</p> <p>* Using the Universal Screener data, The Director of RTI &amp; Internal Assessments will identify students who are at or below the 24th percentile in reading and place them in the appropriate Tier II or III intervention class.</p> <p>* Director of RTI &amp; Internal Assessments will conduct Bi-monthly fidelity checks for all intervention classrooms to ensure teachers and interventionists are using data-driven strategies such as weekly small group instruction and computer-based interventions.</p> <p>* Each month, ELA Teachers, interventionists and the Director of RTI &amp; Internal Assessments will review and analyze weekly progress monitoring data via Easy CBM for Tier II and Tier III students to monitor student progress and make instructional adjustments based on individual student needs.</p> <p>* The Director of RTI &amp; Internal Assessments will</p>	<p>implementation of the action step.*</p> <p>* Director of RTI &amp; Internal Assessments will conduct Bi-monthly fidelity checks for all intervention classrooms to ensure teachers and interventionists are using data-driven strategies such as weekly small group instruction and computer-based interventions.</p> <p>* Each month, ELA Teachers, interventionists and the Director of RTI &amp; Internal Assessments will review and analyze weekly progress monitoring data via Easy CBM for Tier II and Tier III students to monitor student progress and make instructional adjustments based on individual student needs.</p> <p>* Director of RTI &amp; Internal Assessments will schedule the Characteristics of Dyslexia screener for all students.</p> <p>* The Managing School Director will adjust student schedules to ensure students who are identified as having characteristics of dyslexia meet with the reading specialists at least twice per week.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 100% of ELA courses will demonstrate at least a 2.5% reduction rate in their observed Below Rate on each quarterly interim assessment.</p> <p>* 100% of intervention classrooms will earn at least 80% on the bi-monthly fidelity checks.</p> <p>* At least 17% of students who enter the RTI program in Fall 2024 will exit the RTI program by Spring 2025</p> <p>* 100% of grade levels will increase their median scale score by one grade level in reading between the Fall Universal Screener Benchmark and Spring Universal Screener Benchmark.</p> <p>* 80% of students in the RTI program will demonstrate at least 1.5 years growth in reading</p>				
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<p>schedule a Winter universal screener assessment in December 2024 for all RTI students to progress monitor and identify students who have exited the RTI program.</p> <p>* The Director of RTI &amp; Internal Assessments will schedule a Spring universal screener assessment in May 2025 for all students to assess growth for all students in Reading and measure the efficacy of the RTI program.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* 80% of students in the RTI program will grow at least 1.5 years in reading between the Fall and Spring universal screener.</p> <p>* The school will observe a 7.5% decrease in the percentage of students performing “Below” on the ELA Interim assessment given via Mastery Connect between Interim Assessment #1 in October and Interim Assessment #3 in February.</p> <p>* 17% of students who enter the RTI program in Fall 2023 will exit by Spring 2024 based on the universal screener.</p>	<p>between the Fall Universal Screener Benchmark and Spring Universal Screener Benchmark.</p> <p>* 100% of students identified with characteristics of dyslexia will have an individualized learning plan for dyslexia (ILPD).</p>				
	<p><b>[A 1.3.2] Implement School-wide Literacy Strategies</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>TSCS teachers and leaders will develop school-wide systems to improve student literacy outside of and in direct support of direct ELA instruction. Teachers will participate in quarterly professional development focusing on student's current Reading levels in order to make informed decisions about student support needs when</p>	<p>Kelly King, Director of Academics; Johnathan Justice, 6-12 Science Instructional Coach; Jarmeisha Gladney, 6-12 Social Studies Instructional Coach; Nadia Barnard, MS Director;</p>	<p>05/23/2025</p>		

	<p>providing access to grade level texts. In addition, non-Math &amp; ELA teachers will receive support from instructional coaches in how to incorporate text-based instruction into their weekly lesson planning. Finally we will cultivate the love of reading in our scholars by providing them with unique opportunities to access books related their individual interests.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Instructional Coaches will review non-Math &amp; non-ELA lesson plans weekly to ensure grade-level texts and text-dependent questions are being incorporated at least once per week.</p> <p>* The Academics Team will lead quarterly PD to review and analyze student reading levels with agendas and sign-in sheets.</p> <p>* The Intervention team will host a scholastic book fair to provide opportunities for students to purchase grade level texts based on their personal interests.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 90% of classrooms implement text-based instruction at least once per week.</p> <p>* The school-wide ELA proficiency rate will increase by at least 3% on each quarterly interim assessment.</p> <p>* 100% of grade levels will increase their median scale score by one grade level in reading between the Fall Universal Screener Benchmark and Spring Universal Screener Benchmark.</p>	<p>Emmanuel McKinney, HS Director; Alexia Young, Director of RTI/ Internal Assessm</p>			
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	* 100% of students will demonstrate at least one year's growth in reading between the Fall Universal Screener Benchmark and Spring Universal Screener Benchmark.				
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**[G 2] TSCS will increase the school-wide Math proficiency rate on TNReady assessments to 17.8% or higher in Spring 2025.**

\*\*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] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

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 technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.</p> <p>Supporting Data -----  * In Fall 2023, our 6-11 Math interim assessment proficiency rate was 9.19%. In Spring 2024 our interim assessment proficiency rate for 6-11 Math was 10.25% on MasteryConnect.</p>	<p><b>[A 2.1.1] A 2.1.1 Implement Standards-Aligned Formative Assessments</b> Description -----  Teachers will create standards-aligned, TNReady-like daily and weekly assessments using MasteryConnect item bank to adequately monitor student data.</p> <p>Implementation -----  * Math teachers will use MasteryConnect item banks to create or adopt daily and weekly formative assessments and track student data. * School Directors and the Director of Academics will monitor Mastery Connect assessments weekly via the admin portals. * The Math coach will review weekly lesson plans</p>	<p>Kelly King, Director of Academics; Colleen Amos, 6-12 Math Instructional Coach; Nadia Barnard, MS Director; Emmanuel McKinney, HS Director</p>	<p>04/11/2025</p>	<p>TAG 4.0 [\$139650.00]</p>	

<p>* Our 2023-24 6-12 Math instructional walkthrough data showed an average increase from 3.3 in standards alignment in September 2023 to 4.0 in standards alignment (based on 4.0 scale) in February 2024.</p> <p><b>Benchmark Indicator Implementation</b> -----</p> <p>* The Academics Team will conduct three formal instructional walkthroughs of Math classrooms for Fall, Winter and Spring focusing on standards-aligned tasks, assessment-aligned tasks and student mastery.</p> <p>* Leaders and Teachers will engage in quarterly comprehensive data reviews (known as "Data Days") three times throughout the year.</p> <p>* Teachers will use MasteryConnect to create standards-aligned/ TNReady-aligned formative assessments for all daily, weekly and unit assessments in Math classrooms.</p> <p>* The Math Instructional Coach will review and provide weekly, actionable feedback of Math teachers' weekly lesson plans to ensure effective implementation of the 9-week Open Up and &amp; enVision curriculum pilots during Quarter 3.</p> <p><b>Effectiveness</b> -----</p> <p>* All students will score at or above 70% on Soulsville Scholars Interim Assessments (Fall, Winter and Spring) via MasteryConnect for Math.</p> <p>* All Math classrooms will average a 4.0 on the standards alignment and assessment alignment rubric and an average of 3.5 on the student mastery rubric during the final walkthrough #3 in February 2024 walkthrough, which allows leaders time to address deficit areas prior to Spring 2024</p>	<p>for the attached daily and weekly formative assessments.</p> <p>* The Math coach will review exit tickets and Do Nows weekly to ensure standards alignment.</p> <p>* The Director of Academics will monitor the lesson plan submission tracker weekly to review Math teacher assessment submissions and hold follow-up conversations with teachers who fail to meet expectations.</p> <p>* The Academics team will conduct quarterly instructional walkthroughs to examine student work and monitor implementation and alignment of formative assessments.</p> <p>* The Math Coach will review lesson plans during the first week of each quarter to ensure implementation of at least two "Student Data Days" during which students analyze their quarterly interim assessment data and reflect on their content mastery and use of test-taking strategies via Student Data Days.</p> <p><b>Effectiveness</b> -----</p> <p>* Students will score an at least 70% on standards-aligned multiple-choice exit tickets or Do Nows given at least five times per week.</p> <p>* 100% of Math classrooms will score 4 out of 4 for assessment-alignment during quarterly instructional walkthroughs.</p> <p>* 100% of students will increase their individual score on their Math interim assessments by at least 10% between Interim Assessment #1 in October and Interim Assessment #3 in February.</p> <p>* The school-wide Math proficiency rate will rise by at least 4% on each quarterly interim assessment.</p>				
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<p>TNReady testing.</p> <ul style="list-style-type: none"> <li>* Leaders will compare 2023 Quarter 3 interim assessment data to 2024 Quarter 3 interim assessment data, to observe an increase in Math proficiency rates from 6.1% in Spring 2023 to 10% or higher in Spring 2024.</li> <li>* We will meet our 23-24 school-wide Math goal of 17.8% met + exceeded (double AMO).</li> <li>* Students will score at least 70% on weekly formative assessments given during the 9-week OpenUp and enVision curriculum pilots in Q3 for the 23-24 school year.</li> </ul>					
<p><b>[S 2.2] Provide support to ensure that an effective instructional model is implemented</b></p> <p>Rationale -----</p> <p>Teachers and leaders working in priority schools need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to 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 and leaders 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 actively engage students in learning. We will partner data proven effective vendors to provide training, tools, direct supports, and coaching that will positively impact student outcomes.</p> <p>Supporting Data -----</p> <p>* New Strategy</p>	<p><b>[A 2.2.1] A 2.2.1 Provide Data-Drive Professional Development (for Leaders)</b></p> <p>Description -----</p> <p>During the year, all leaders participate in ongoing professional development at least once per month. At the beginning of the year, the Director of Academics creates a PD schedule for school leaders which consists of co-observations, team and individual meetings, instructional walkthroughs, and coaches' PLCs. Leaders who participate in these PDs include the Executive Director, middle and high School Directors (Principals), Instructional Coaches, Director of Internal Assessments &amp; RTI and the Dean of Exceptional Education. The focus of these PDs will include using data to set goals for the academic program, establishing professional development foci to support the goals, and norming on effective coaching strategies and teacher feedback protocols.</p> <p>Implementation -----</p> <p>* Coaches' PLCs - twice per quarter for all Instructional Coaches</p>	<p>Kelly King, Director of Academics; Maya Robinson, Executive Director</p>	<p>04/11/2025</p>		

<p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* The Academics Team will conduct ongoing Staff PD and PLCs and provide sign in sheets and agendas.</li> <li>* The Director of Academics will review the Math coaching tab on the Academic coaching tracker spreadsheet each week to monitor the Match coach's touchpoints (including observations, coaching meetings, lesson plan feedback and other support) with Math teachers.</li> <li>* The Executive Leadership Team will review the yearly PD calendar weekly making any adjustments as needed to support instruction.</li> <li>* The Director of Academics will conduct biweekly co-observations with school directors and instructional coaches to observe and assess standards alignment and student mastery in Math classrooms, and document observations using the Academic coaching tracker.</li> <li>* Academics Team will conduct three formal instructional walkthroughs of Math classrooms for Fall, Winter and Spring and tabulate data in the instructional walkthrough data hub.</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Professional development surveys will show an average of at least 4.2 out of 5 level of comfortability with implementing the given strategies for all sessions led by Academic Team members.</li> <li>* Results for the "Professional Development" domain on the Fall 2024 and Spring 2025 Insight Survey will meet or exceed the national average (5.0).</li> </ul>	<ul style="list-style-type: none"> <li>* Academics Team meetings - weekly to biweekly (dependent upon time of year) for Middle &amp; High School Directors, Director of Internal Assessments &amp; RTI, and Instructional Coaches</li> <li>* Co-observations with Instructional Coaches - weekly</li> <li>* Co-observations with School Directors - biweekly</li> <li>* Instructional Walkthroughs - quarterly for Executive Director, Middle &amp; High School Directors, and Instructional Coaches</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* By Spring 2025 instructional walkthroughs, leaders will have 100% normed ratings on all classroom observations.</li> <li>* The school-wide Math proficiency rate will rise by 4% on each quarterly interim assessment.</li> <li>* Based on professional development foci, the Math department will score an overall effectiveness rating of at least 3.0 out 4.0 by the Spring 2025 walkthrough.</li> </ul>				
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<p>* All Math classrooms will average a 4.0 on the standards alignment and assessment alignment rubric and an average of 3.5 on the student mastery rubric during the final walkthrough #3 in February 2025, which allows leaders time to address deficit areas prior to Spring 2025 TNReady testing.</p> <p>* The school-wide Math proficiency rate will increase by at least 4% on each quarterly interim assessment.</p>					
	<p><b>[A 2.2.2] A 2.2.2 Provide Data Driven Professional Development (for Teachers)</b></p> <p>Description -----</p> <p>Prior to the start of the school year, school leaders engage in two administrative planning weeks during which they review and analyze the concluded school year's quantitative and qualitative culture and academic data. As a result, Administrators and Instructional coaches create a PD schedule for the school year which consists of school-wide, academic, grade-level and individual PD support.</p> <p>Implementation -----</p> <p>* Internal Teacher professional development systems... (with sign-sheets, agendas and teacher feedback surveys)  + Department PLCs - led by Instructional Coaches three times per quarter  + Academic "Data Days" - led by Director of Academics and Instructional Coaches one time per quarter  + Coaching meetings - led by Instructional Coaches weekly to biweekly (differentiated by need of teacher)</p>	<p>Kelly King, Director of Academics;  Nadia Barnard, MS Director;  Emmanuel McKinney, HS Director;  Alexia Young, Dir. of RTI/ Internal Assessments;  Colleen Amos, 6-12 Math Instructional Coach;  Maya Robinson, Executive Director</p>	<p>04/11/2025</p>	<p>TAG 4.0  [\$27925.00]</p>	

+ Staff Training, Planning and Preparation - led by school-wide leadership team two weeks leading up to the start of the new school year  
+ Math curriculum onboarding PD - led by Instructional Math Coach at the start of the 2024-25 school year  
\* External Teacher professional development systems... (with sign-sheets, agendas and teacher feedback surveys)  
+ EnVision curriculum training - led by enVision external trainers at the conclusion of the 2023-24 school year  
+ MasteryConnect implementation PD - led by MasteryConnect

Effectiveness

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- \* Teacher feedback surveys for internal professional developments will show an average of at least 4.2 out of 5 with their level of comfortability with implementing the given strategies for all sessions led by Academic Team members.
- \* Teacher feedback surveys for external professional developments will show an average of at least 4.2 out of 5 with their level of comfortability with implementing the given strategies for all sessions led by external facilitators.
- \* At least 60% 'agree' ratings on all indicators of the "Professional Development" domain on both Fall 2024 and Spring 2025 Insight surveys.
- \* All Math classrooms will average a 4.0 on the standards alignment and assessment alignment rubric and an average of 3.5 on the student mastery rubric during the final walkthrough #3 in February 2025, which allows leaders time to address deficit areas prior to Spring 2025 TNReady testing.
- \* 100% of students will increase their Math percent correct by at least 10% between Interim



	<p>Assessment #1 in October 2024 and Interim Assessment #3 in February 2025.  * The school-wide Math proficiency rate will rise by 4% on each quarterly interim assessment.</p>				
<p><b>[S 2.3] Provide additional support for students who are failing to make academic progress</b>  Rationale  -----</p> <p>Due to various factors, including the impact of the pandemic, there is a large number of students needing intervention at Soulsville. Providing academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners is imperative to improve student achievement. In addition, school leaders and teachers need support and training to 1) ensure RTI intervention blocks and teacher-facing instruction is done with fidelity, 2) accurately analyze student data in order to prescribe aligned instruction that meets the needs of individual students.</p> <p>Supporting Data  -----</p> <p>* The number of High School students testing in to the RTI program decreased from 164 in Spring 2023 to 79 in Spring 2024.  * 48% of students in grades 6-10 demonstrated at least one year's growth in Math on the Spring Universal Screener.  * 17% of students who entered the RTI program in August 2023 exited by May 2024.</p> <p><b>Benchmark Indicator</b>  Implementation  -----</p>	<p><b>[A 2.3.1] Utilize external data systems to identify and assist struggling students</b>  Description  -----</p> <p>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>Implementation  -----</p> <p>* Director of RTI &amp; Internal Assessments will conduct Bi-monthly fidelity checks for all intervention classrooms to ensure Teachers and Interventionists are implementing daily small group instruction and computer-based interventions.  * Each month, Math Teachers, Interventionists and Director of RTI &amp; Internal Assessments will review and analyze weekly progress monitoring data via EasyCBM for Tier II and Tier III students to monitor student progress and make instructional adjustments based on individual student needs.</p> <p>Effectiveness  -----</p>	<p>Alexia Young,  Director of RTI/  Internal Assessments;  Nadia Barnard,  MS Director;  Emmanuel McKinney, HS Director;  Kelly King, Director of Academics</p>	<p>05/16/2025</p>		

<p>* The Director of RTI &amp; Internal Assessments will schedule and implement the Fall (August 2023) universal screener assessment for all students to identify students' areas of need in mathematics.</p> <p>* The Director of RTI &amp; Internal Assessments will identify students who fall at or below the 24th percentile in numeracy on the August 2023 universal screener and schedule them in the appropriate tiered intervention (Tier II or Tier III) class for the semester.</p> <p>* The Director of RTI &amp; Internal Assessments will conduct Bi-monthly fidelity checks for all intervention classrooms to ensure Teachers and Interventionists are implementing daily small group instruction and computer-based interventions.</p> <p>* Each month, Math Teachers, Interventionists and Director of RTI &amp; Internal Assessments will review and analyze weekly progress monitoring data via EasyCBM for Tier II and Tier III students to monitor student progress and make instructional adjustments based on individual student needs.</p> <p>* The Director of RTI &amp; Internal Assessments will schedule and implement the Winter (December 2023) universal screener assessment for all RTI students to progress monitor and identify students who have shown adequate progress to exit the RTI program.</p> <p>* The Director of RTI &amp; Internal Assessments will schedule and implement the Spring (May 2024) universal screener assessment for all students to assess growth for all students in numeracy and measure the efficacy of the RTI program.</p> <p>Effectiveness -----</p> <p>* 80% of students in the RTI program will grow at least 1.5 years in math, between the Fall and Spring universal screener.</p>	<p>* 100% of Math courses will demonstrate at least a 2.5% reduction rate in their observed Below Rate on each quarterly interim assessment.</p> <p>* 100% of intervention classrooms will earn at least 80% on the bi-monthly fidelity checks.</p> <p>* At least 17% of students who enter the RTI program in Fall 2024 will exit the RTI program by Spring 2025</p> <p>* 100% of grade levels will increase their median scale score by one grade level in math between the Fall Universal Screener Benchmark and Spring Universal Screener Benchmark.</p> <p>* 80% of students in the RTI program will demonstrate at least 1.5 years growth in math between the Fall Universal Screener Benchmark and Spring Universal Screener Benchmark.</p>				
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<p>* The school will observe a 7.5% decrease in the percentage of students performing “Below” on the Math Interim assessment given via Mastery Connect between Interim Assessment #1 in October and Interim Assessment #3 in February.  * 17% of students who enter the RTI program in Fall 2024 will exit by Spring 2025 based on the universal screener.</p>					
	<p><b>[A 2.3.2] Implement School-wide Numeracy Strategies</b>  Description  -----</p> <p>TSCS teachers and leaders will develop school-wide systems to improve student numeracy outside of and in direct support of direct Math instruction. Teachers will participate in quarterly professional development focusing on students' current Math levels in order to make informed decisions about student support needs when incorporating mathematical concepts into their lesson plans. In addition, non-Math teachers will receive instructional supports from Instructional Coaches in how to incorporate numeracy-based instruction into their weekly lesson planning.</p> <p>Implementation  -----</p> <p>* Instructional Coaches will review science and health lesson plans weekly to ensure mathematical representations are being incorporated at least once per week.  * The Academics Team will lead quarterly PD to review and analyze student math levels with agendas and sign in sheets.</p>	<p>Kelly King,  Director of Academics;  Johnathan Justice, 6-12 Science Instructional Coach; Nadia Barnard, MS Director; Emmanuel McKinney, HS Director</p>	<p>05/23/2025</p>		

	<p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* 100% of science and health classrooms will include mathematical representations at least once per week.</li> <li>* The school-wide Math proficiency rate will increase by at least 4% on each quarterly interim assessment.</li> <li>* 100% of grade levels will increase their median scale score by one grade level in reading between the Fall Universal Screener Benchmark and Spring Universal Screener Benchmark.</li> <li>* 100% of students will demonstrate at least one year's growth in math between the Fall Universal Screener Benchmark and Spring Universal Screener Benchmark.</li> </ul>				
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**[G 3] TSCS will continue to improve the percent of Ready Graduates to 30% in 2025 and seeks to increase its graduation cohort rate 96% or higher.**

\*\*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 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Provide enrichment and accelerated learning opportunities for all students</b> Rationale -----</p> <p>TSCS' College &amp; Alumni Support Team (CAST) will work with each student and their family to ensure 100% have access to a post-secondary pathway that allows a life of independence, choice, and</p>	<p><b>[A 3.1.1] Enroll All Juniors and Seniors in Junior and Seminar Seminar (ACT &amp; Postsecondary Prep)</b> Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p>	<p>Maya Robinson, Executive Director; Emmanuel McKinney, HS Director; Peter Rosenberger, Sr Seminar</p>	<p>05/16/2025</p>		

<p>fulfillment by providing students with adequate preparation and access to required postsecondary assessments and by individually counseling students and families, providing supports that narrow the gap in educational access, and implementing programs that prepare students for life beyond high school.</p> <p>Supporting Data - -----</p> <ul style="list-style-type: none"> <li>* 100% of our 80 graduated seniors of the class of 2024 are connected to at least one postsecondary pathway:</li> <li>+ 59.21% are matriculating to a four-year institution, 23% are matriculating to a two-year college, 10% are matriculating to a technical school or full time workforce and 5% have enlisted in the Armed Forces. 0% are considered "disconnected" (not actively enrolled or connected to a postsecondary pathway).</li> <li>+ 97% of seniors successfully completed and submitted the FASFA before June 1, 2024.</li> <li>* The Class of 2024 grew from 8.3% earning a composite score of 21 or higher on the 11th Grade March 2023 ACT in 2022-23 school year to 13.75% earning a composite score of 21 or higher on the October 2023 Senior Retake.</li> </ul> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* The Junior Seminar teacher and Director of Academics will review students' quarterly mock</p>	<p>All juniors take one class period per day of an 'academic seminar' class to help them begin to 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.</p> <p>During students' senior year, all seniors take one class period per day of an 'academic seminar' entitled "Senior Seminar", which is led by two college counselors. 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. Other postsecondary pathways include technical pathways, armed forces and the workforce. Instructors plan and assist students with planning college and school visits throughout the school year, hold student/ family decision meetings, support with postsecondary test prep, and assist students with navigating any other entrance requirements.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Rising Junior meeting agenda and sign in sheet</li> <li>* Rising Senior meeting agenda and sign in sheet</li> <li>* Junior Seminar class rosters and daily attendance tracker</li> <li>* Senior Seminar class rosters and daily attendance tracker</li> <li>* Q1, Q2 and Q3 Mock ACT effort tracker</li> </ul>	<p>Counselor; Matt Shelton, Sr Seminar Counselor; Brandon Stevenson; Jr Seminar Instructor</p>			
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<p>ACT performance</p> <ul style="list-style-type: none"> <li>* Annually host TN Promise Meeting agenda and sign in sheets in Q3</li> <li>* Scheduled FAFSA worktime sessions and checklist completion form annually</li> <li>* Weekly review of students' Naviance profile</li> <li>* Annually schedule Senior ACT retake, ASVAB, and TN Civic Exam.</li> </ul> <p>Effectiveness</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> <li>* 100% of juniors participate in at least two practice ACT modules before taking the real ACT</li> <li>* 100% of Seniors will complete the TN Promise application by its due date</li> <li>* 100% of Seniors and their parent/ guardians will complete the FAFSA application by its due date</li> <li>* 100% of Seniors matched with a "best fit" postsecondary option by graduation day</li> <li>* 100% of Seniors will complete 5 postsecondary applications, with at least 2 being applications to post-secondary institutions that are specifically related to the seniors' interest</li> <li>* 100% of Seniors are accepted to at least one college or university</li> <li>* 100% of Seniors participate in at least one Senior ACT retake their senior year</li> <li>* At least 90% of Seniors take the Armed Services Vocational Aptitude Battery (ASVAB)</li> <li>* 100% of seniors take and pass the TN Civics Exam</li> </ul>	<ul style="list-style-type: none"> <li>* Senior Parent/ Student Decision Meeting agenda and notes</li> <li>* Review of students' Naviance profiles</li> </ul> <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> <li>* 90% of rising juniors and their parent/ guardian attend the Rising Junior meeting</li> <li>* 90% of rising seniors and their parent/ guardian attend the Rising Senior meeting</li> <li>* 100% of Seniors are accepted to at least one college or university</li> <li>* 100% of Seniors are "matched" with their "best fit" postsecondary option by Graduation</li> <li>* 100% of Seniors complete at least five postsecondary applications (2 of which, being college applications) before January of their senior year</li> <li>* 100% of Juniors take the ACT at least once before the conclusion of their 11th grade year</li> <li>* 100% of Juniors complete a drafted personal statement, and attain two letters of recommendation for their postsecondary portfolio by the start of their senior year</li> </ul>				
	<p><b>[A 3.1.2] Assign students periodic Mock ACT Assessments</b></p> <p>Description</p> <p>-----</p>	<p>Kelly King, Director of Academics; Alexia Young,</p>	<p>03/25/2025</p>		

	<p>*Provide a brief narrative of the proposed action step.*</p> <p>Starting with their sophomore year, students will take approximately 6 mock ACT assessments leading up to the district-wide 11th Grade ACT date their junior year. Using data from their performance on the series of assessments given their sophomore year, 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> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Quarterly review of Mock ACT Effort Tracker by Junior Seminar Teacher</li> <li>* Quarterly review of Mock ACT student performance data as monitored on the Mock ACT Tracker by Junior Seminar teacher &amp; Director of Academics</li> <li>* Quarterly review of student performance by standards via MasteryConnect trackers by Junior Seminar teacher &amp; Director of Academics</li> <li>* Quarterly disaggregated data meetings with Junior Seminar teacher, Director of Academics and High School Director</li> <li>* Quarterly revision of Junior Seminar pacing guides by Director of Academics to address areas of focus and remediation based on Mock ACT data</li> <li>* Quarterly 10th &amp; 11th grade Students are</li> </ul>	<p>Director of RTI/ Internal Assessments; Emmanuel McKinney, HS Director</p>			
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	<p>provided with Mock ACT Student Report Cards after each mock ACT to reflect on their data (Director of RTI &amp; Internal Assessments shares report card file with Director of Academics)</p> <p>* Annual rising Junior and Senior meetings with sign in sheets and agendas</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 100% of students will grow by 4 points on their ACT composite score, (as measured from 10th Grade Mock ACT #1 to Senior Retake their senior year)</p> <p>* 30% of 11th graders will meet or exceed the College Readiness Composite score of 21 on the ACT.</p>				
<p><b>[S 3.2] Provide equitable access to early postsecondary opportunities: dual credit / dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), College Level Exam Program (CLEP), Cambridge International Examinations (CIE), industry certifications</b></p> <p>Rationale -----</p> <p>TSCS will develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSOs) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Supporting Data -----</p> <p>* Percent of seniors considered Ready Graduates increased from 16.7 in 2023 to 17.4% in 2024.</p> <p>* 100% of 2024 graduates were matched with a personalized "best fit" post-secondary opportunity.</p>	<p><b>[A 3.2.1] Provide Advanced Course Offerings to Prepare Students for Post-secondary Pathways</b></p> <p>Description -----</p> <p>TSCS students will have access to a variety of advanced academic course offerings throughout high school in order to support success in college and/or their career.</p> <p>Implementation -----</p> <p>* Review master schedule to ensure diverse offering of advanced courses annually</p> <p>* Review 11th and 12th grade class schedules at least twice per year (Fall and Spring) to ensure enrollment in advanced academic courses</p> <p>* Ensure AP &amp; SDC teachers complete training within one week of start of course to ensure course validity</p> <p>* Ensure submission of AP syllabi and approval by</p>	<p>Maya Robinson, Executive Director; Emmanuel McKinney, HS Director; Kelly King, Director of Academics</p>	<p>05/23/2025</p>		



<p>* 100% of students in the class of 2024 completed at least one advanced academic course by May 2024.</p> <p><b>Benchmark Indicator Implementation</b> -----</p> <ul style="list-style-type: none"> <li>* Review of the number of Advanced Academics courses offered annually.</li> <li>* Review of % of juniors and seniors enrolled in advanced academic courses.</li> <li>* Review of statewide dual credit (SDC), advanced placement (AP), ASVAB and ACT exam participation rates.</li> <li>* Review of statewide dual credit (SDC), advanced placement (AP), ASVAB and ACT exam data.</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* 100% of 24-25 seniors will have completed and passed at least one advanced academic course by the end of their 12th grade year.</li> <li>* At least 40% of 24-25 seniors will have completed and passed at least two advanced academic courses by the end of their 12th grade year.</li> <li>* 100% of 24-25 seniors will have taken at least three post-secondary exams, including but not limited to SDC, AP, ASVAB and ACT.</li> </ul>	<p>college-board to ensure course validity</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* 100% of seniors will have completed and passed at least one advanced academic course by the end of their 12th grade year.</li> <li>* 100% of juniors will have completed and passed at least one advanced academic course by the end of their 11th grade year.</li> <li>* At least 40% of seniors will have completed and passed at least two advanced academic courses by the end of their 12th grade year.</li> <li>* 100% of AP and SDC teachers complete the approved training for their course.</li> </ul>				
	<p><b>[A 3.2.2] Provide Advanced Assessment Opportunities to Prepare Students for Post secondary Pathways</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>TSCS students will have opportunities to take a</p>	<p>Maya Robinson, Executive Director; Emmanuel McKinney, HS Director; Kelly King, Director of Academics; Alexia Young,</p>	<p>05/16/2025</p>		

	<p>diverse selection of advanced academic assessments in order to support entry to and success in college and/or their career.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Schedule Fall Senior ACT Retake in October</li> <li>* Schedule the Spring Junior ACT in March</li> <li>* Schedule the ASVAB administration for all seniors at least once per year.</li> <li>* Schedule SDC and AP testing dates</li> <li>* Review SDC, AP, ASVAB and ACT exam participation rates.</li> <li>* Review SDC, AP, ASVAB and ACT exam data.</li> </ul> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> <li>* 100% of graduating seniors will have taken at least three advanced academic and/or career-related exams before graduation.</li> <li>* 100% of students will re-take the ACT at least once during their senior year.</li> <li>* 100% of students will take the ACT at least once during their junior year.</li> <li>* At least 30% of graduating seniors will have met the college-readiness composite benchmark of 21 on the ACT by the end of their senior year.</li> <li>* At least 20% of students who take an AP or SDC exam will earn a passing score.</li> <li>* At least 35% of students who take the ASVAB will meet or exceed the enlistment eligibility score.</li> </ul>	<p>Dir. of RTI/ Internal Assessments; Matt Shelton, Sr. Seminar Counselor; Peter Rosenberger, Sr. Seminar Counselor</p>			
<p><b>[S 3.3] Provide support to ensure that an effective instructional model is implemented</b> Rationale</p>	<p><b>[A 3.3.1] Beginning of Year Student Orientations &amp; Handbook Meetings</b> Description</p>	<p>Nadia Barnard, MS Director; George Parker,</p>	<p>08/16/2024</p>		

<p>-----</p> <p>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>Supporting Data</p> <p>-----</p> <p>* Of our 76 graduated seniors of the class of 2023, 59.21% are enrolled in a four-year institution, 25% are enrolled in a two-year college, 11.84% are enrolled in a technical school, 1.32% enrolled in the Armed Forces, 2.63% are working full time, and 0% are considered "disconnected".</p> <p><b>Benchmark Indicator</b> Implementation</p> <p>-----</p> <p>* Annual review of transition programs and high school course offerings via parent and student evaluation</p> <p>* Bi-annual review of 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>* Annually scheduled grade level meetings conducted by school level administrators at least once per year</p> <p>* Annually scheduled Rising Grade level meetings conducted by school level administrators and grade level teams once per year</p> <p>* Rising Grade Level Meetings agendas and sign-in sheets</p> <p>* Annual beginning of the year New Student Orientation schedules and attendance</p> <p>* Annual beginning of the year 6th &amp; 9th Grade Student Orientation schedules and attendance</p>	<p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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 to review the handbook, 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 and time to review key sections of the student-parent handbook. Grade level meetings also continue throughout the school year as needed.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Annual review of beginning of the year New Student Orientation schedules and attendance</p> <p>* Annual review of beginning of the year 6th &amp; 9th Grade Student Orientation schedules and attendance</p> <p>* Annually scheduled beginning of the year staff training for all teachers leading and participating in student orientations.</p> <p>* Annually schedule beginning of the year 6th-12th grade Student Handbook Meetings led by school level administrators at least once per year</p> <p>* Annual review 6th-12th grade student handbook meeting agendas, attendance and feedback surveys</p>	<p>MS Dean of Students; Alyssa Brown, MS Dean of Students; Emmanuel McKinney, HS Director; Ashley Little, HS Dean of Students; Shanina Franklin, HS Dean of Students</p>			
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<p>* Annually scheduled postsecondary senior workshops prior to graduation</p> <p>* Annual Postsecondary Senior Workshop agendas and sign-in sheets</p> <p>Effectiveness -----</p> <p>* At least 90% of students will be present for their scheduled grade level meeting in August</p> <p>* 70% of students and families will attend their rising grade level meeting in Spring</p> <p>* 100% of New Students attend their scheduled orientation</p> <p>* 100% of 6th and 9th grade students attend their scheduled orientations</p> <p>* 100% of graduating seniors will attend their scheduled senior workshop</p> <p>* 85% of students and parents positively rate their orientation and grade level meetings</p>	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 100% of new students attend their scheduled orientation</p> <p>* 100% of new students can articulate TSCS core values and unique academic and behavioral systems.</p> <p>* 100% of 6th and 9th grade students attend their scheduled orientations</p> <p>* 100% of 6th graders can articulate TSCS core values and unique academic and behavioral systems.</p> <p>* 100% of 9th graders can articulate the differences between middle and high school academic and behavioral expectations.</p> <p>* At least 90% of students will be present for their scheduled student handbook meeting</p> <p>* 100% of students who attend their scheduled handbook meeting will agree that they understand the policies outlines in our Student-Parent handbook.</p>				
	<p><b>[A 3.3.2] Rising Grade Level Meetings</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>In the spring, high school administrative teams and grade level teacher teams offer rising grade level meetings to incoming 9th, 10th, 11th and 12th grade students and families as a unique chance to meet their instructors, and review expectations, course offerings and extra-curricular opportunities in the upcoming school year. These meetings also</p>	<p>Emmanuel McKinney, HS Director; Ashley Little, HS Dean of Students; Shanina Franklin, HS Dean of Students; Alandria Phillips, 9th Grade Team Lead; Dylan</p>	<p>05/16/2025</p>		

	<p>serve as an important tool for student retention.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Scheduled Rising Grade level meetings conducted by school level administrators and grade level teams once per year (school calendar, weekly parent communications)</p> <p>* Rising Grade Level Meetings agendas and sign-in sheets</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* An average of 70% of students and families will attend their rising grade level meeting</p> <p>* 70% of rising students will indicate via survey the unique expectations and opportunities for their grade during the upcoming school year.</p> <p>* 95% of students who attend their rising grade level meeting return to TSCS the following school year (via completed Fall registration form).</p>	<p>Hooper, 10th Grade Team Lead; Bryan Colbridge, 11th Grade Team Lead; Anna Krueger, 12th Grade Team Lead</p>			
	<p><b>[A 3.3.3] Senior Workshops</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>In their final week as TSCS students, all seniors participate in a senior workshop tailored to their unique post-secondary pathway. The purpose of these workshops, which are led by the College and Alumni Support Team (CAST), is to ensure students understand their next steps for entering</p>	<p>Matt Shelton, Sr. Seminar Counselor; Peter Rosenberger, Sr. Seminar Counselor; Jacque Fields, Alumni Counselor; Staci Johnson, Alumni Counselor;</p>	<p>05/16/2025</p>		

	<p>their post-secondary pathway, and to provide hands-on support for completing those action steps. The goal of the workshops is to ensure that seniors tie up any loose ends which may prevent them from entering school or the workforce. Our alumni support counselors work with seniors several times during the school year to explore post-secondary pathways and to build life skills. Senior workshops provide time for graduates to continue building relationships with their alumni counselors, who will support them once they transition from high school.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> <li>* Scheduled senior workshops with graduating seniors</li> <li>* Senior Workshop agendas, sign-in sheets and completed senior task checklists</li> <li>* Conduct a graduation parent meeting with agenda and sign-in sheets</li> </ul> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> <li>* 100% of graduating seniors will attend their scheduled senior workshop and qualify to participate in graduation.</li> <li>* By the end of senior workshops, 100% of graduating seniors will have completed at least 85% of the action steps needed to enroll in school, and/or enter the workforce or armed services.</li> </ul>	<p>Maya Robinson, Executive Director; Emmanuel McKinney, HS Director</p>			
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\* 100% of graduating seniors will successfully start on their post-secondary pathway by December.

**[G 4] TSCS will reduce our chronically out of school rate by 4% from 33.9% in 2024 to 29.9% chronically out of school in 2025.**

\*\*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] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 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 4.1] Support students in overcoming barriers related to student attendance</b>            Rationale            -----            Many priority students struggle with barriers to attendance such as transportation, transient lifestyle, homelessness, etc. The Dean of Parent &amp; Student Engagement, school counselor, and school attendance team members will develop an Attendance Plan which includes student intervention plans, routine check-ins and incentives for students showing early warning signs (5-8% absenteeism rate).</p> <p>Supporting Data            -----            *This is a new strategy.*</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 4.1.1] Targeted Check-Ins for At-Risk Students</b>            Description            -----            The Dean of Family &amp; Student Engagement and/or school counselor will hold routine student check-ins with students who show early warning signs (5-8% absence rate) to help find supports/solutions to barriers to attendance.</p> <p>Implementation            -----            * Weekly Student check-in meeting agendas and sign in sheets            * The School Directors will review the Dean of Family &amp; Student Engagement and School Counselor's weekly action plans            * Review of bi-weekly meeting agenda between Dean of Family &amp; Student Engagement and School</p>	<p>Tonya Biles,            Dean of Family &amp; Student Engagement;            Amber Thomas,            School Counselor;            Nadia Barnard,            MS Director;            Emmanuel McKinney, HS Director;            Maya Robinson,            Executive Director</p>	<p>05/09/2025</p>		

<p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Dean of Parent &amp; Student Engagement monitors 10-day PowerSchool attendance reports to identify students at risk of high chronic absenteeism.</li> <li>* Dean of Parent &amp; Student Engagement monitors 20-day PowerSchool attendance reports for behavior outputs, and supports aimed at reducing student discipline incidents.</li> <li>* Dean of Parent &amp; Student Engagement monitors 20-day attendance reports to assess the impact of suspensions on daily attendance.</li> <li>* Dean of Parent &amp; Student Engagement monitors PowerSchool attendance every 5 days of students who have been identified as needing additional support (i.e. homeless, foster care, etc.).</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Chronically out of school rates will decrease from 33.9% in 2024 to 29.9% or below in 2025 by decreasing at least 1% or more per quarter.</li> <li>* Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 88.9% in 2024 to 90% or higher in 2025.</li> <li>* The percent of students receiving a suspension will decrease from 30.7% (2023-24) to 19.6% for the 2024-25 school year.</li> </ul>	<p>Counselor</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 88.9% in 2024 to 90% or higher in 2025.</li> <li>* Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent.</li> </ul>				
	<p><b>[A 4.1.2] Develop &amp; Implement Student Intervention Plans</b> Description -----</p> <p>Support will be provided for students by developing student intervention plans and professional development for staff. School-level culture teams will develop a list of students in need of</p>	<p>Alyssa Brown, MS Dean of Students; George Parker, MS Dean of Students; Ashley Little, HS Dean of Students;</p>	<p>05/09/2025</p>		



	<p>interventions based on academic, behavioral and attendance data. This list is known as R-Team. Each R-Team student will have a personalized intervention plan which includes short term and long term academic, behavioral and attendance goals, as well as weekly check-ins with a Dean. When their student is added to R-Team, parents must attend an informative meeting to ensure they understand the purpose of R-Team and their role in supporting their students to be successful in school. Parents will be given weekly updates on their student's progress. Teachers will also receive ongoing professional development on how to support all students' behavior in ways that allows students to decrease disciplinary incidents that would negatively impact their attendance and engagement during class time. Teachers will also engage in quarterly Culture Data Days to review attendance and behavioral data and develop action plans to reduce factors which negatively impact student learning.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* PD agenda and attendance sign-in</li> <li>* R-Team Meeting agenda and sign-in</li> <li>* Student Intervention Plans</li> <li>* R-Team Parent Meeting letter, agenda and sign-in</li> <li>* Culture Data Day attendance and sign-in</li> <li>* Culture Data Day Action Plans</li> <li>* Weekly Referral Room reports</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* The percentage of students requiring intervention</li> </ul>	<p>Shanina Franklin, HS Dean of Students; Nadia Barnard, MS Director; Emmanuel McKinney, HS Director; Tonya Biles, Dean of Family &amp; Student Engagement</p>			
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	<p>plans will decrease from 6% in SY 23-24 to 4% in SY 24-25.</p> <ul style="list-style-type: none"> <li>* Incremental increase of 2% on 20 day reports for attendance rates of targeted students.</li> <li>* 5% or less of students who are flagged showing early warning signs will become chronically absent.</li> <li>* The percentages of students receiving out of school suspensions will decrease from 30.7% in SY 23-24 to 19.6% in SY 24-25.</li> <li>* Chronically out of school rates will decrease from 33.9% in 2024 to 29.9% or below in 2025 by decreasing 1% or more per quarter.</li> <li>* 60% of R-Team students will meet behavioral, academic and attendance goals and exit R-Team interventions by the end of the first R-Team cycle.</li> </ul>				
<p><b>[S 4.2] Provide opportunities to meaningfully engage families to support their child's learning</b> Rationale -----</p> <p>Many priority students struggle with barriers to attendance such as transportation, transient lifestyle, homelessness, etc. The school counselor, Dean of Family &amp; Student Engagement and school attendance team members will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior for students showing early warning signs (5-8% absenteeism rate).</p> <p>Supporting Data -----</p> <ul style="list-style-type: none"> <li>* Attendance rates remained the same in priority schools from 2022 to 2023 at 91.6%. Overall priority schools' chronic absenteeism rates saw a decrease of 2.1% from end of year 2022 to end of year 2023.</li> <li>* Priority schools also saw a 0.8% decrease in SART and a 5.4% decrease in SARB from Spring 2022 to Spring 2023.</li> </ul>	<p><b>[A 4.2.1] Community Partnerships &amp; Wraparound Services</b> Description -----</p> <p>The Dean of Family &amp; Student Engagement and School Counselor will serve as primary school contacts for determining need and establishing partnerships for student wraparound services. As needed to support student attendance and student health and safety, the Dean of Family &amp; Student Engagement and School Counselor may conduct home visits as a method to access the family needs and conduct interviews in response to school referrals. The Dean of Family &amp; Student Engagement and School Counselor will provide professional development for staff on factors which can impact student wellness and learning such as homelessness and abuse to ensure staff are aware of the signs for these factors and understand the process for making referrals. The Dean of Family &amp; Student Engagement and School Counselor will also maintain an ongoing liaison with district and community agencies such as Memphis Allies, UT Health Science Center Health Hub, Knowledge Quest, Grizzlies Mentoring, Department of Children Services, Charter Lakeside and other resources to</p>	<p>Tonya Biles, Dean of Family Engagement; Amber Thomas, School Counselor; Nadia Barnard, MD Director; Emmanuel McKinney, HS Director; Maya Robinson, Executive Director</p>	<p>05/23/2025</p>		

<p>* Our suspension rate increased from 13.7% in 2022-23 to 30.7% in 2023-24</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Bi-Weekly school attendance report</li> <li>* 20-day student attendance reports</li> <li>* SART and SARB meeting agendas and sign-in</li> <li>* Parent workshop agendas and sign-in</li> <li>* Community &amp; parent engagement events are embedded in SY 24-25 calendar</li> <li>* Weekly school-level referral room audit reports</li> <li>* Spring 2025 Family Insight Survey results</li> <li>* Fall 2024 and Spring 2025 Staff Insight Survey results</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* A minimum of two parent engagement events and one community health fair is included in the SY 24-25 calendar.</li> <li>* Chronically out of school rate will decrease from 33.9% in 2024 to 29.9% or below in 2025 by decreasing 1% or more per quarter.</li> <li>* "Family and Community Engagement" indicator on Spring 2025 Insight Survey will score at or above the national average of 5.0 out of 10.0.</li> <li>* "Learning Environment" indicator will show a 2.0 increase from our 2023-24 Insight Survey average of 3.8 to 5.8 or higher out of 10.0 on the 2024-25 Insight Survey.</li> </ul>	<p>meet student needs, and refer parents and students to agencies when appropriate.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Student meeting agenda and sign-in</li> <li>* Master Truancy Tracker - which includes dates of student, parent and leader communications</li> <li>* Weekly school-level Referral Room audit reports</li> <li>* Staff Counseling Referral Form Submissions</li> <li>* Staff PD agenda and sign-in sheets</li> <li>* Student Counseling Request Form Submissions</li> <li>* Small group counseling agenda and sign-in sheets</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* 100% of students referred to the Dean of Family &amp; Student Engagement or School Counselor have a meeting with the counselor or social worker within 3 days.</li> <li>* 100% of students identified as in need of external wraparound supports are connected with those supports within 5 days of identification.</li> <li>* Students who receive regular meetings as part of their intervention plans and/or wraparound services have a 10% decrease in absences and disciplinary events each quarter.</li> </ul>				
	<p><b>[A 4.2.2] School-wide Parent &amp; Family Engagement Plan</b> Description -----</p> <p>Parents are provided with the opportunity to</p>	<p>Shericka Blair, Dir. of Ops; Maya Robinson, Exec. Dir.; Tonya Biles,</p>	<p>05/23/2025</p>		

	<p>engage with teachers and leaders 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, Powerschool. In addition, with the implementation of a new role this school year, our Dean of Family &amp; Student Engagement, will serve as an additional point of contact, support and resource for families seeking both internal and external resources and support for their student.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Mandatory Parent Meetings held during Parent Registration for SY 24-25 agenda and sign-in sheet</li> <li>* Signed Commitment to Excellence agreement</li> <li>* Signed Home-School Compact</li> <li>* Ongoing Parent meetings agenda and sign-in sheets</li> <li>* Title 1 Parent Meeting agenda and sign-in sheets</li> <li>* Midterm and Quarterly student academic progress reports</li> <li>* Open House agenda and sign-in sheet</li> <li>* Parent-Teacher Conferences schedule and sign-in sheets</li> <li>* Dean of Family &amp; Student Engagement call and meeting log</li> </ul>	<p>Dean of Family &amp; Student Engagement; Alyssa Brown, MS DoS; George Parker, MS DoS; Ashley Little, HS DoS; Shanina Franklin, HS DoS; Nadia Barnard, MS Director; Emmanuel McKinney, HS Direc</p>			
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	<p>* Teacher Call Logs * New Student Orientation and Parent Meetings agenda and sign-in sheets</p> <p>Effectiveness -----</p> <p>* 90% of parents attend mandatory parent meetings offered during Parent Registration. * 70% of parents attend the annual Title I Parent Meeting. * 100% of students on track to fail a course for the quarter receive a minimum of two calls from the student's teacher during that quarter. * Chronically out of school rates will decrease from 33.9% in 2024 to 29.9% or below in 2025 by decreasing 1% or more per quarter. * Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 91% in 2023 to 93% or higher in 2024.</p>				
	<p><b>[A 4.2.3] Targeted Parent Meetings for At-Risk Students</b> Description -----</p> <p>The school counselor, school social worker, deans of students and principals will hold parent meetings as needed with students who demonstrate need for wraparound services, disciplinary interventions and/or show early warning signs for chronic absenteeism (5-8% absence rate) to help find supports/solutions for discipline and barriers to attendance.</p> <p>Implementation -----</p>	<p>Tonya Biles, Dean of Family &amp; Student Engagement; Amber Thomas, School Counselor; Nadia Barnard, Emmanuel McKinney, HS Director; Maya Robinson, Executive Dir.; Alyssa Brown, MS DoS; George Parker, MS DoS; Ashley Little,</p>	<p>05/23/2025</p>		

	<ul style="list-style-type: none"> <li>* Parent meeting agendas and sign in sheets</li> <li>* The School Directors will review the Dean of Parent &amp; Student Engagement and School Counselor's weekly action plans</li> <li>* Commitment to Excellence Meetings Agenda and Sign-in Sheets</li> <li>* School-level Leadership teams parent call logs and meeting logs</li> <li>* R-Team Parent Meeting Agenda and Sign-In Sheets</li> <li>* Suspension Clearance Meeting agendas and sign-in sheets</li> <li>* IEP &amp; 504 Meeting agendas and sign-in sheets</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* 100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90% or greater will attend after third contact.</li> <li>* Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 91% in 2023 to 93% or higher in 2024.</li> <li>* Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent.</li> <li>* The percentage of students requiring intervention plans will decrease from 6% in SY 22-23 to 4% in SY 23-24.</li> <li>* 60% of R-Team students will meet behavioral, academic and attendance goals and exit R-Team interventions by the end of the first R-Team cycle.</li> </ul>	<p>HS DoS; Shanina Franklin, HS DoS</p>			
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