

Hampshire Unit School Annual Plan (2021 - 2022)

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**[G 1] Maintain Safe and Healthy Students**

For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensure that all students have the opportunity to learn.

**Performance Measure**

Reduce the percentage of students disciplined from 13.9% to 12%number of students disciplined with exclusionary practices (In-School Suspension, Out of School Suspension)Reduce the percentage of students disciplined ISS from 10.9% to 6%Reduce the percentage of students disciplined OSS from 5.3% to 2.6%Reduce the percentage of BHN, SWD, ED disciplined -BHN 18% to 11%-SWD 18.4% to 11%-ED 19.4% to 11%Increase each school's average daily attendance by 2%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Behavioral interventions and supports</b>                      We are provided support through a collaboration with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University to develop a school-wide positive support plan. Response to Instruction and Intervention-Behavior (RTI<sup>2</sup>-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence-based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease suspension/expulsion rates while improving the climate and culture of the school environment. Our RTI<sup>2</sup>-B team meets monthly to review student behavior and discipline data. The team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in September and April of each school year. The screener is used to identify students who may be at risk for challenging</p>	<p><b>[A 1.1.1] Utilizing Student Risk Screening Scale</b>                      School-based RTI<sup>2</sup>-B teams will meet to review teacher referrals, student behavior, and discipline data. The school team will utilize data from the Student Risk Screening Scale and office discipline referral forms. The Student Risk Screening Scale will be completed in September and April and will help to identify students who may be at risk for challenging behaviors. The team will then select supports and resources to provide necessary tools to at risk students to ensure success in the academic environment.</p>	Stephenie Page, Jennifer Henley, & RTI <sup>2</sup> -B Team	05/06/2022		

<p>behaviors. The screener also helps to identify the appropriate supports for challenging student behaviors. Through monthly meetings, the team reviews the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence.</p> <p><b>Benchmark Indicator</b> A decrease in the number of office discipline referrals A decrease in the number of suspensions and expulsions A decrease in the number of students who attend District Discipline Hearings Sessions</p>					
	<p><b>[A 1.1.2] RTI2B</b> The RTI2B team will continue to collect and analyze behavior data each 9 weeks. This data will be shared with the faculty during our monthly committee meetings days. The data will also be used to plan positive school wide support for HUS, to provide behavior interventions for at risk students, and to ensure the plan meets the needs of high school students. The team continues to receive support from Vanderbilt Behavior Supports. The effectiveness of our school wide discipline plan will be measured by the increase of students who qualify to participate in the Positive Behavior Bashes each 9 weeks.</p>	<p>Jennifer Henley, Stephenie Page, &amp; RTI2B team</p>	<p>05/04/2022</p>	<p>Funds for rewards for SWPB came from various fundraisers [\$3000.00]</p>	
<p><b>[S 1.2] Parent, family, and community engagement</b> Promote effective parent, family, and community engagement in the planning, implementing and evaluating of school improvement activities and overall student and school goals. The Pupil Services Department launched "Strive to 95" which encourages a 95% attendance rate at each school. On a quarterly basis, the district will recognize schools that reach the goal of a 95% daily attendance rate for students. The district will conduct district family community engagement</p>	<p><b>[A 1.2.1] Parent Involvement Events</b> Parents, community members, and other stakeholders will be invited to school hosted parent instructional workshops and events. As COVID restrictions allow, we will provide instructional based sessions for parents (K-2 standards based report cards, HUS/UT Partnership, 8th grade curriculum night for registration, high school curriculum for registration, Freshman Expectation Meeting, open house, Junior Parent night, Senior Parent night, senior FAFSA frenzy, STEM night, Agriculture Science Fair, Academic Awards Day).</p>	<p>Rebecca Parks, Sonya Cathey, &amp; Parent Involvement Committee</p>	<p>05/20/2022</p>	<p>PTO, Booster Club, K-12 Ag, Parent Volunteers [\$2000.00]</p>	

<p>events addressing school climate needs such as but not limited to bullying, restorative practices, mental health, transition to elementary, middle, and high school. Follow-up surveys will be used to determine the effectiveness and quality of engagement events. The school communicates with families on a variety of platforms. Administrators communicate with families on a weekly basis, via phone call-outs, email, text messaging, school website, Facebook, and Twitter. Additional communications are sent as needed for emergencies such as unexpected school closures. Teachers communicate with families via phone calls, emails, remind app, seesaw, class dojo, google voice and text messaging. The school also uses the "Let's Talk" application which provides families 24/7 access to administration via mail messaging. The messages are routed from the school district to school administration for a response.</p> <p><b>Benchmark Indicator</b> Post parent event surveys used to determine the effectiveness and quality of events Parent Engagement Activity Reports (attendance, survey of activities)</p>	<p>As COVID restrictions allow, we will provide non-academic events: thanksgiving family luncheon, easter egg hunt, halloween community walk, PTO Carnival, daddy/daughter dance, Senior Clap Out, Athletic Banquet, Veterans Day Program, Muffins with Mom, Donuts with Dad, Blood drive, Junior Parent Prom Meeting, Baccalaureate Service, Senior Graduation, Volunteer Recognition Breakfast, Read Accross America Week, Grandparents Week. When possible, virtual alternatives will be offered. We will provide for parental feedback at the conclusion of these activities and utilize sign in sheets to keep track of parent participate and which we need to touch base with.</p>				
	<p><b>[A 1.2.2] Kindergarten Parent Involvement Meetings</b> As COVID restrictions allow we will engage Kindergarten parents in being active participants in their child's success by A) providing Kindergarten camp in the summer to help prekindergarten transition to school life B) taking parents and their child on school tours and C) providing time for parents to meet with kindergarten teachers, school counselor, school nurse, SRO, and school administrators to learn tips to prepare their child for kindergarten and academic/social success, explaining the importance of good attendance, and</p>	<p>Britton Foster, Rebecca Kelley &amp; Parent Involvement Committee</p>	<p>05/20/2022</p>	<p>PTO, Extended Contracts [\$1000.00]</p>	

	<p>behavior expectations (BooHoo Breakfast, Kindergarten Registration, Open House, Kindergarten Standards-based Report Card explanation, Kindergarten graduation). When possible a virtual alternative will be offered. We will provide for parental feedback at the conclusion of these activities.</p>				
	<p><b>[A 1.2.3] School Administration Contact with Stakeholders</b>  School Administration will meet regularly with PTO members, HUS Booster Club, Hampshire Foundation, &amp; Hampshire partners to engage in conversations with parents, family, school organizations, and community groups to improve outcomes at the school level. School administrators will also conduct weekly parent callouts, oversee attendance callouts, and conduct truancy contract meetings to identify causes of absences and problem solve solutions to counteract those problems. School administrators will meet monthly with teachers to identify struggling students, assist with identifying ways and developing a plan to help these students, and when needed reach out to parents regarding concerns. School administrators will oversee utilization of social media applications (Facebook, School Website, Twitter, &amp; Instagram). School administrators will also provide feedback to the community when a question is asked through the district's Let's Talk application.</p>	<p>Sonya Cathey &amp; Stephenie Page</p>	<p>06/30/2021</p>		
<p><b>[S 1.3] Mental health supports</b>  Develop external partnerships and provide necessary student supports for identified mental health needs. Our school counselor will partner with external mental health supports. Our school counselor will share relevant behavior and attendance data related to the social and emotional wellness of all students to school RTII-B Committee. The RTII-B Committee reviews behavioral, attendance, SEL data on a monthly</p>	<p><b>[A 1.3.1] Emotional Learning Supports</b>  We will provide teachers with PD to assist in identifying and supporting students with social-emotional learning concerns, and helping students acquire social-emotional learning skills. The school counselor will meet with at risk students frequently in small groups or individually. The school counselor will provide contact information for outside resources for additional service needs. We will utilize the Centerstone school based</p>	<p>Jessie Alexander, School Counselor</p>	<p>05/19/2022</p>		

<p>basis. The RTII-B Committee utilizes the data collection tools provided by Tennessee Behavior Supports Project (TBSP).</p> <p><b>Benchmark Indicator</b> Identify two external community mental health groups that can assist our students.Partner with an external group to obtain resources</p>	<p>therapist. We will utilize MCPS SPED counselor when allowed. The school counselor will continue developing external partnerships to assist with resources for students.</p>				
	<p><b>[A 1.3.2] Trauma-sensitive Discipline Practices</b> The faculty and staff will complete ACES (trauma sensitive) training during a PD session. If provided, the school counselor and SPED teachers will attend the MCPS Mental Health Summit (breakout sessions) to learn more about trauma-sensitive practices and to assist teachers in working with students who need mental/emotional support. If provided, the school counselor and administrators will attend SCALI conference. We will monitor implementation and effectiveness by monitoring counselor referrals and classroom discipline forms that could be the result of trauma-sensitive concerns. We will plan PD during faculty meetings and PLC student concern time that focuses on SEL strategies in the classroom and trauma informed schools. Teachers will provide SEL lessons once a month during homeroom. We will monitor implementation and effectiveness with fewer teacher and/or student emotionally driven discipline referrals. Our goal is for our staff will be more culturally responsive and sensitive.</p>	<p>Jessie Alexander &amp; Sonya Cathey</p>	<p>05/06/2022</p>	<p>Title II Funding [\$1000.00]</p>	
<p><b>[S 1.4] Focused support to ATSI, TSI schools</b> The district will provide focused support to ATSI/TSI identified schools.</p> <p><b>Benchmark Indicator</b> ATSI quarterly data toolDistrict RTI2B Team will review middle school discipline incidents, suspensions (in-school, out of school) quarterly.Review of school leadership team</p>	<p><b>[A 1.4.1] N/A</b> N/A</p>	<p>N/A</p>	<p>08/31/2021</p>		

meeting minutes (indicators of progress) Tiered Fidelity Inventory Walkthroughs					
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**[G 2] Improve Math Achievement and Growth by 2022**

We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-8. With ongoing district teacher training in grade level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands.

**Performance Measure**

Increase of 10% on track or mastered in all grade bands, 3rd-5th, 6th-8th, and 9th-12th on TN Ready and End of Course math assessments.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Math Instruction on Grade Level</b>            We purchased and implemented Ready Math in K-8, a high quality math curriculum, during the 2021 - 2022 school year. We developed an implementation plan using the Learning Loss Tools on behalf of the South Central CORE office. Walkthroughs will continue to be conducted with the support of CORE ELA, Math, and RTI Consultants and SREB consultants. In reviewing walk through data via Kick Up and diagnostic benchmark data provided by Ready Math (20-21 school year), we have discovered instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math curriculum, and using assessment data that will inform teachers of student progress and guide instruction. We will support teachers through training, collaborative planning, and principal feedback. Even though Ready Math is not available in grades 9-12, we will use the same strategies to increase student growth and achievement. Carnegie Math is the adopted curriculum for Algebra I, II, and Geometry.</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 2.1.1] Math Professional Development</b>            We will provide PD to assist teachers with unpacking standards, focusing on power standards, utilizing Blueprint for Learning, and aligning appropriate resources to the standards. We will provide PD to strengthen teachers knowledge of curriculum resources (Ready Math, Carnegie Math). If provided, teachers will have the opportunity to attend MAP sessions that focus on math standards and strategies. We will utilize the MCPS Math Coach to assist with teacher PD. We will designate a school level math coach to assist with identifying and supporting areas of need in math K - 12. PD will be provided during our monthly faculty meetings.</p>	Leadership Team, Patsy Richey & Sonya Cathey	04/29/2022	Title II Funds [\$1000.00]	

<p>Administrators and Math Coaches will conduct math walk-throughs to determine implementation of adopted math curriculum and alignment of standards. The walk through data will be collected, possibly through Kick Up. Ready Math Diagnostic will be conducted and reviewed three times a year in grades K-8. Growth monitoring will be reviewed. The school will review CASE Benchmark data, along with TCAP, ESGI, Aimsweb, Carnegie Math.</p>					
	<p><b>[A 2.1.2] Common Formative Assessments</b>  Teachers will utilize teacher-made and district developed formative assessments (CASE Benchmarks) that align to the standards, the district pacing guide, and TNReady assessments. District CFA's will be completed based on district mandates. Teacher-made CFA's will be completed more frequently based on the classroom needs and discussed in PLCs. PLCs will be utilized for teacher collaboration and research to meet individual student needs and provide instruction approaches that are optimized to meet the needs of each learner. Teachers will meet quarterly in vertical alignment meetings to discuss gaps in student learning.</p>	<p>HUS Math Teachers &amp; Leadership Team</p>	<p>04/29/2022</p>		
	<p><b>[A 2.1.3] Math Response to Intervention</b>  The school will use AimsWeb Plus as the universal screener and progress monitoring tool. Based on screening results, students will be identified for Tier II or Tier III intervention. Tier III students will participate in a survey level assessment will determine the appropriate skill focus. Students will receive 45 minutes of daily research-based intervention with weekly progress monitoring. Administrators, the RTI Interventionist, and the school counselor will conduct fidelity checks according to the RTI manual. The School RTI team will meet monthly to analyze progress monitoring results to ensure appropriate interventions are</p>	<p>Stephenie Page &amp; the RTI Team</p>	<p>05/02/2022</p>	<p>Instructional Funds  [\$500.00]</p>	

	taking place and make further instructional decisions concerning the students. Students whose AimsWeb scores are above the 25th percentile but still display math deficiencies are placed in a math remediation group during RTI time.				
	<p><b>[A 2.1.4] Math Technology</b>  Collaborative teams (PLC, Faculty, PBL) will meet to discuss implementation of various digital tools to provide supplemental resources for differentiated instruction &amp; share with one another how the digital tools are enhancing student achievement. The school leadership team explores and approves funding for teacher requested technology resources including Splash Math, Brainpop, Brainpop jr, Reflex Math, IXL Math, Khan Academy, Formative Loop, Carnegie Math, Ready Math, Edgenuity, Prodigy, ESGI, Class Dojo, Smores, Seesaw, Schoology. The School Technology Coach will assist and support teachers in utilizing the approved technology resources.</p>	Leadership Team & School Technology Coach	05/06/2022	Instructional Funds [\$500.00]	

**[G 3] By spring 2022, we will improve k-12 literacy.**

We believe if we raise the expectations for all students through the use of high quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in K-2 literacy this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly.

**Performance Measure**

Decrease percentage of students in grades k-2 who are below the 90th percentile in the national norms on Aimsweb:Kindergarten-phoneme segmentation from 20% (spring benchmark 2019) to 90% and non-sense words from 6% (spring benchmark 2019) to 90%1st grade-ORF from 4.4% (winter benchmark 2021) to 90%2nd grade-ORF from 5.4% (winter benchmark 2021) to 90%Increase the percentage of students who are on track or mastered from 25.7% (2018-19) to 30% on TCAP for grades 3-5 ELA in 2022.Increase the percentage of students who are on track or mastered from 22% (2018-19) to 26% on TCAP for grades 6-8 ELA in 2022.Increase the percentage of students who are on track or mastered from 28.4% (2018-19) to 32% on TCAP for grades 9-12 ELA in 2022.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train</b>  Adopting and implementing new, high-quality</p>	<p><b>[A 3.1.1] RLA Professional Development</b>  We will provide PD to assist teachers with unpacking standards, focusing on power standards, utilizing Blueprint for Learning, and</p>	Leadership Team & Sonya Cathey	04/29/2022	Title II Funds [\$1000.00]	



<p>instructional materials in grades k-12 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the materials well. This is the first of a series of strategies that will support materials implementation. These strategies include purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p><b>Benchmark Indicator</b>  Positive teacher perceptions of high-quality materials and perception of implementation support: collected via survey quarterly (mid-point of each quarter). The Director of Instruction will be responsible for administering the online survey to collect teacher efficacy with material, and impact of consistent feedback. Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on Text Complexity and Questions and Tasks of Literacy Learning Walk Tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. School Structures: Schools have a plan for teachers to collaboratively plan weekly and unit plan quarterly. Principal supervisors monitor implementation of those plans for consistency and quality. Teacher knowledge of characteristics of instructional materials: Teachers report opportunities to build their capacity in foundational skills (K-2) and in knowledge based outcomes (K-12) within the perception survey. Principal and instructional coach walkthroughs will be used to monitor implementation and trends will be collected to inform additional learning needs.</p>	<p>aligning appropriate resources to the standards. We will provide PD to strengthen teachers knowledge of curriculum resources (Sunday, SRA, SPIRE, 95%, Read Naturally, Wonders, My Perspectives). If provided, teachers will have the opportunity to attend MAP sessions that focus on RLA standards and strategies. We will utilize the MCPS RLA Coach to assist with teacher PD. We will designate a school level RLA coach to assist with identifying and supporting areas of need in RLA K - 12. PD will be provided during our monthly faculty meetings.</p>				
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<p><b>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</b></p> <p>Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure that all students have the access to the resources and practices they need to be proficient. Teachers will need to collaboratively plan to ensure that they understand how to translate the materials into effective classroom practices.</p> <p><b>Benchmark Indicator</b></p> <p>Teacher perceptions of new curriculum will be collected through a survey two times during the 2020-21 school year at the end of each semester: December and May. The Director of Instruction will be responsible for administering the survey and reporting on the findings. Teachers will collaboratively plan weekly and unit plan quarterly. Instruction department supervisors monitor the implementation of those plans for consistency and quality. Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided. Observations of collaborative planning sessions by principals, instructional coaches, and supervisors will be used to assess the quality of the use of the protocol in supporting implementation of the materials. Feedback will be provided to teacher leaders to strengthen the quality of planning. Teacher use of instructional materials will be collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks in KickUp. Walk-through data will be used to assess the extent to which teachers are</p>	<p><b>[A 3.2.1] Common Formative Assessments</b></p> <p>Teachers will utilize teacher-made and district developed formative assessments that align to the standards, the district pacing guide, and TNReady assessments. District CFA's (CASE Benchmarks) will be completed based on district mandates. Teacher-made CFA's will be completed more frequently based on the classroom needs and discussed in PLCs. Teachers will analyze CFA data and determine ways to improve student mastery. PLCs will be utilized for teacher collaboration and research to meet individual student needs and provide instruction approaches that are optimized to meet the needs of each learner.</p>	<p>PLC Teams</p>	<p>05/09/2022</p>		
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<p>using the materials with integrity and are meeting the instructional shifts of the standards. The district instructional team will review data across the district and will be used to adjust professional development and opportunities for collaborative planning.</p>					
<p><b>[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback</b>          Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure all students have access to the resources and practices they need to be proficient. Teachers will need high-quality and consistent feedback from their principals and instructional coaches to implement well. This is the third of a series of strategies that will support materials implementation. These strategies together include: purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p><b>Benchmark Indicator</b>          Leader Preparation: Administrators/Instructional Coach feel comfortable providing teacher feedback on text complexity and questions and tasks using the Literacy Learning Walk. Administrators will also observe walk-throughs and discuss feedback with teachers to adjust training needs. Quality of principal feedback: Principal submit samples of feedback provided to teachers. Teacher use of instructional materials: Collected via principal observations using the Instructional Practice Guide. Administrators will collect walk-through data and provide each teacher with feedback on their implementation. Walk-through data will be used to assess the extent to which teachers are using the material with integrity and are meeting the instructional shifts of the standards. Administrators</p>	<p><b>[A 3.3.1] Observation and Feedback</b>          School Administrators will conduct walkthroughs and observations (using TEAM rubric), and provide constructive feedback during post conferences. Administrators will use the information from walkthroughs and observations to support teachers in PD related to high-quality instruction, standards, and technology integration. School and District RLA coaches, and Lead Teacher Mentor will conduct walkthroughs to assist with improving instruction.</p>	<p>Sonya Cathey and Stephenie Page</p>	<p>04/29/2022</p>		

<p>will submit walk-through data to the district instructional materials team.</p>					
<p><b>[S 3.4] Provide Additional Support for ELA Implementation</b>  The school will continue to support effective RTI practices and provide assistance and training based on results from fidelity monitoring. In addition to RTI support, new teacher induction is important to provide a foundation for teachers to be successful and will enhance implementation. Technology integration is important as students and teachers need to use technology to enhance learning.</p> <p><b>Benchmark Indicator</b>  Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School administrators and assigned mentors will conduct walkthroughs monthly.</p>	<p><b>[A 3.4.1] RLA Technology</b>  Collaborative teams (PLC, Faculty, PBL) meet to discuss implementation of various digital tools to provide supplemental resources for differentiated instruction &amp; share with one another how the digital tools are enhancing student achievement. The school leadership team explores teacher requested technology resources including EPIC, Brainpop, Brainpop jr, No Red Ink, Khan Academy, Edgenuity, ESGI, Read Works, Flocabulary, Class Dojo, Edulastic, Seesaw, CommonLit, NewsELA.</p>	<p>Leadership Team and Technology Coach</p>	<p>05/20/2022</p>		
	<p><b>[A 3.4.2] Response to Intervention</b>  The school will use AimsWeb Plus as the universal screener and progress monitoring tool. Based on screening results, students will be identified for Tier II or Tier III intervention. Tier III students will participate in a survey level assessment will determine the appropriate skill focus. Students will receive 30 to 45 minutes of daily research-based intervention with weekly progress monitoring. Administrators and the school counselor will conduct fidelity checks according to the RTI manual. The School RTI team will meet monthly to analyze progress monitoring results to ensure appropriate interventions are taking place and make further instructional decisions concerning the students. Students whose AimsWeb scores are above the 25th percentile but still display math deficiencies are placed in a RLA remediation group during RTI time.</p>	<p>Stephenie Page, Sonya Cathey, Jessie Alexander</p>	<p>05/04/2022</p>		

**[G 4] Increase the number of ready graduates/EPSOs by May 2022.**

Last year, 36.2% of high school students qualified as "Ready Graduates", it is our aim to increase the number of students who meet this criterion by 5% or more during the 21-22 school year.

**Performance Measure**

Improve graduation rate from 89.2% to 91% Increase the percentage of students scoring the ACT Benchmark score of 21 from 37.1 % to 38.1% Increase the percentage of Ready Graduate students from 36.2% to 41.2% Increase average ACT composite score by 5% from 19.6 to 20.6

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Increase the number of ready graduates by May 2022.</b> Increase the probability for student success after high school by helping students prepare and succeed on the ACT and attain additional EPSOs.</p> <p><b>Benchmark Indicator</b> Number of Students scoring a composite of "21" or higher on the ACT; Number of students taking "4" or more EPSO courses; Number of students taking "2" EPSO courses and earning an Industry Certification; Number of students taking "2" EPSO courses and earning at least a 31 on the ASVAB battery test Every student will have a six-year plan upon entering ninth grade. Number of local dual credits earned per semester. Number dual enrollment credits earned per semester. Number of industry certifications earned per semester</p>	<p><b>[A 4.1.1] ACT Prep Classes</b> During RTI time we require juniors to take a yearlong ACT Prep class and seniors to take a fall semester ACT Prep class. We provide incentives to students meet the benchmark score or improve their ACT score after their 2nd test. ACT Prep teachers will attend a ACT Preparation professional development. ACT score results will determine the effectiveness of the class.</p>	Jessie Alexander & Sonya Cathey	03/31/2022	Instructional & Technology Funds [\$1000.00]	
	<p><b>[A 4.1.2] Act Practice Test</b> Grades 9th through 10th will be given ACT Practice Test twice a year to track student progress towards reaching a 21 or higher ACT composite and each individual benchmark as students approach the 11th grade. All students will be provided with a breakdown of their scores. We will use the results to have individual and group data discussions with students and to teach areas that display a need to improve.</p>	Jessie Alexander & Sonya Cathey	03/25/2022	Instructional Funds [\$2000.00]	

	<p><b>[A 4.1.3] ACT REsources</b>  Teachers are provided various resources to assist with ACT Prep practice: Act Practice Books, Edgenuity, ACT.org website, ACT test taking strategies, prep scholar.com, and ACT Practice Test score reports.</p>	Jessie Alexander & Sonya Cathey	05/05/2022		
	<p><b>[A 4.1.4] Senior Graduation Tracking Tool</b>  Throughout the school year we will monitor and update the Ready Graduate Tracking Tool and have individual student conversations on progress towards being a Ready Graduate. The Tracking Tool will will updated every 9 weeks.</p>	Jessie Alexander	05/20/2022		
	<p><b>[A 4.1.5] Dual Enrollment, Dual Credit, Industry Certifications, EPSOs &amp; ASVAB</b>  We will continue to increase the number of Dual Enrollment and Dual Credit classes that are offered to our students, and we will expand on our number of Industry Certifications offered to students. Students are required to enroll in CTE classes beginning in the 7th grade in an effort to increase the numbers of CTE credits and industry certifications a student earns. We will have a CTE Fair for students in grades 7th through 12th. We will continue to increase the number of students taking at least 2 EPSO courses and scoring at least a a 31 on the ASVAB battery test</p>	CTE Teachers & Jessie Alexander, School Counselor	05/20/2022		
	<p><b>[A 4.1.6] Student Plans</b>  Every student will have a six-year plan upon entering ninth grade. Transition plans will be developed for students entering Kindergarten, students going from 4th to 5th grade, and students going from 8th to 9th grade.</p>	Sonya Cathey & Jessie Alexander	05/27/2022		