

City University School Girls Preparatory Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

By Spring 2024, City University School Girls Preparatory will improve literacy and increase ELA met plus exceeded proficiency rates for grades 6-8 from 14.8% to 18% in 2023-24 on TNReady Assessment.

Performance Measure

Based on TNReady Assessment, City University will work toward increasing the following met plus exceeded proficiency rates in grade 6 from 12.5% SY2022 to 20.1% in SY2023; grade 7 from 21.30% SY 2022 to 25.5% SY 2023; and grade 8 from 17.10% SY 2022 to 25.5% SY2023. will be measured using the following tools

For NWEA MAP, 20.1% of scholars will score on above 80% on the assessment.

For District Formative Assessment using Mastery Connect, 20.1% of scholars will score on above 80% on the assessment.

For CASE 21, 20.1% of scholars will score on above 80% on the assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Teachers will participate in deliberate planning and practice during with intentionality and focus (data-informed instruction) to provide daily access to a rigorous ELA curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills).</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 80% on Benchmark Assessment (Fall, Winter and Spring) which align with core instructional standards for the</p>	<p>[A 1.1.1] Implement Weekly Professional Development The administration team will ensure teachers have access to and understand the curricular framework and tools provided by the school. Implement deliberate practice sessions during Coaching Clinics to build teachers' capacity, content knowledge and instructional delivery of TN state standards. Leaders and exemplar teachers will model instructional practices; Increase teachers' content knowledge and improve high quality instruction.</p> <p>Use curriculum maps and TN Blueprint that outlines performance-based objectives aligned to state standards to annotate lessons, Analyze and decompose standards and align rigorous grade-appropriate work that meet the depth of standards; Identify task aligned to standards and identify and practice delivery of instructional strategies in order to improve student engagement</p>	<p>Dean of Academics, Lori Liggins. Instructional Facilitator, LaToya McGhee</p>	<p>04/16/2024</p>	<p>Local School Fund Title 1</p>	

<p>specific quarter.</p> <p>Weekly classroom observations using a Classroom Walkthrough Protocol and will provide the Admin Team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Classroom Walkthrough data will be monitored through for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Semester review of TEAM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>	<p>and academic performance; Identify universal language and calibrated definitions school-wide to ensure coherence and generalized vocabulary across 6-8 grade band and content areas.</p>				
	<p>[A 1.1.2] Implement Weekly Professional Development to Analyze Student Work and Data Teachers will engage and analyze student (*with special emphasis on B/H/N, ED, EL, SWD, African American and Hispanic subgroups*) work triweekly and benchmark assessments to identify trends, misconceptions and determine plans of actions to address deficits; analyze student data from daily exit tickets, weekly assessments, NWEA MAP diagnostics and benchmark assessments to inform instruction and determine supports needed for all learners (*with special emphasis on B/H/N; ED; EL; African American and Hispanic subgroups)*</p>	<p>Dean of Academics Lori Liggins and Instructional Facilitator LaToya McGhee</p>	<p>04/16/2024</p>	<p>Local School Fund Title 1</p>	
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look for, students' skill set, and students' proficient reading level of grade supported texts. Teachers will build their capacity in planning lessons that teach to the full standard as outlined within the curriculum. Students will be able to grapple with standard aligned task and increase</p>	<p>[A 1.2.1] Implement Standards Based Curriculum Training Administrators and all content lead teachers will participate in school level provided professional training sessions designed to provide support around pedagogy, research based instructional practices, curriculum implementation and understanding of teaching to the depth of standards. Administrators, Content leads, core and instructional resource teachers will complete school</p>	<p>Dean of Academics Lori Liggins and Instructional Facilitator LaToya McGhee</p>	<p>05/23/2024</p>	<p>Local School fund Title 1</p>	

<p>mastery on interim assessments in preparation for TN Ready.</p> <p>Benchmark Indicator Weekly classroom observations using the Classroom Walkthrough Protocol will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Classroom Walkthrough data will be monitored through the TNCompass for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Leadership Team meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Small-group sessions are facilitated monthly by Dean of Academics and Instructional Facilitator with 85% attendance to support content lead teachers, with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Monthly School-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each month for new hires.</p>	<p>level and out of town professional development sessions throughout the school year.</p>				
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	<p>[A 1.2.2] Implement Data Driven Instruction Training</p> <p>Administrators and all content lead teachers will participate in school-level professional training sessions designed to provide support around desegregating data, backwards design, creating standard aligned assessments, teaching to the depth of standards and understanding inequalities broadening the achievement gap. Dean of Academics and the Instructional Facilitator will present triweekly and benchmark assessment data collected from the NWEA MAP (Fall/Winter/Spring) during school-wide data sessions among content teachers and administration team. Administrators and teachers will complete school level and out of town professional development sessions throughout the school year aimed to improve student academic achievement through reflective teaching practice.</p>	<p>Dean of Academics Lori Liggins and Instructional Facilitator LaToya McGhee</p>	<p>05/24/2024</p>	<p>Local School Fund Title 1</p>	
<p>[S 1.3] Implement Targeted Intervention and Personalized Learning</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement (*with special emphasis on interventions for B/H/N, ED, EL, SWD, African American and Hispanic subgroup*).</p> <p>Benchmark Indicator</p> <p>Students should perform at or above 80% on triweekly and benchmark assessments which align with core instructional standards.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (easycbm and Progress Learning) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students to</p>	<p>[A 1.3.1] Response to Instruction and Intervention (RTI2 A)</p> <p>Administer NWEA MAP universal screener (Fall, Winter and Spring) to identify Tier II and Tier III students who need more intensive instructional support. Intervention plans are created and monitored to determine student progress. Interventions for students are adjusted based on student performance by deficit. Provide all students (Tier I, II and III access to weekly targeted enrichment or support using the online intervention tools to foster student growth. Tier II and Tier III intervention will be provided by select interventionist and progress monitored weekly. Tier I intervention will be provided during school-wide intervention hour by core content teachers. Use supplemental resources such as Easycbm, TN Coach workbooks, TN Released items, and approved online tutorial programs (IXL, Learning Farm, Progress learning, etc.) and student manipulatives (classroom instructional materials</p>	<p>Dean of Academics Lori Liggins and Instructional Facilitator LaToya McGhee</p>	<p>05/16/2024</p>	<p>Title 1</p>	

monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	may be purchased). Conduct monthly data review meetings and share data documents with parents.				
	<p>[A 1.3.2] Implement Parent and Family Engagement Nights: Academic Sessions</p> <p>Host monthly parental involvement events to help parents understand student data, demands of curriculum, methods to support student academics at home by providing information about curriculum support materials (copiers, supplies and other related resources may be purchased to provide these resources). Parents will also have access to online resources; Use surveys to gain parental input and Identify additional needs and supports for a safe, supportive and healthy learning environment.</p>	Dean of Academics Lori Liggins and Instructional Facilitator LaToya McGhee	04/16/2024	Title 1	
	<p>[A 1.3.3] Hiring and Retaining Full-Time Certified Teachers</p> <p>The last two years, Girls Preparatory has retained 100% of its staff. The teachers were level 5 for the last two years. In effort to retain this staff, retention bonuses as well as achievement bonuses will be provided. (20-21, 21-22, 22-23- Hiring Full-time Teachers)</p>	Chief Academic Officer, Felicia Hartsfield	05/24/2024	Title I	

[G 2] Mathematics

City University Girls Preparatory math proficiency rate decreased in grades 6-8 from a 19.8% to 12.3%. By Spring 2024, City University School Girls Preparatory will improve math proficiency rates in grades 6-8 from 12.3% to 17.8% in 2024 on TNREADY assessment.

Performance Measure

Based on TNREADY assessment data, City University School Girls Preparatory will work toward increasing the following met plus exceeded proficiency rates in grade 6 from 12.5% in 2023 to 17.8% ; grade 7 from from 15.6% to 17.8% and grade 8 from 19.4% to 23.3% in 2024.

City University School will work towards increasing all students academic achievement and growth on the tri-weekly assessments and Benchmark assessments using Mastery Connect in which students in grades 6-8 will aim to reach 80% on track and mastery on all assessments.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[S 2.1] Standard Aligned Core Instruction City University Girls Preparatory School will provide daily access to a rigorous mathematics curriculum that will develop students' (*with special emphasis on B/H/N; ED; EL; African American and Hispanic student populations*) deep understanding of the content, strengthen literacy and numeracy skills, and promote mastery of Tennessee Mathematical Standards to ensure students are college and career ready.</p> <p>Benchmark Indicator Students should perform at or above 80% on benchmark assessments (Fall, Winter and Spring), which align with core instructional standards for the specific quarter. Weekly classroom observations using the TEAM Classroom Walkthrough Protocol will provide the administrative team with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Progress monitoring will occur every 20-day period by the administrative team including content in order to evaluate academic achievement (80% or better) and student growth by grade and content. Every three weeks, content teachers will analyze student performance on the formative assessments in professional developments to examine students' achievement defined by on-track/mastery (80% or better) and growth.</p>	<p>[A 2.1.1] Implement Professional Developments The administration team will ensure teachers have access to and understand the curricular framework and tools; implement safe practice sessions during PLC meetings to build teachers' capacity, content knowledge and instructional delivery of TN state standards; leaders and exemplar teachers will model instructional practices; increase teachers' content knowledge and improve high quality instruction; use curriculum maps and TN blueprint that outlines performance-based objectives and heavily weight standards aligned to state standards to annotate lessons, analyze and decompose standards and align rigorous grade-appropriate work that meets the depth of standards; identify task aligned to standards and identify and practice delivery of instructional strategies in order to improve student engagement and academic performance; identify universal language and calibrated definitions school-wide to ensure coherence and generalized vocabulary across 6-8 grade band and content areas.</p>	Dean of Academics Lori Liggins and Instructional Facilitator Latoya Mcghee	04/16/2024	Title 1 Local School Fund	
	<p>[A 2.1.2] Implement Weekly Coaching Clinics Provide teachers with district approved supplemental resources to support Tier I instruction aligned to the TN State Standards including, I-ready, Progress Learning, Mastery Connect, and supplementary texts, materials and or digital resources (Case 21, IXL, and Khan Academy, etc.) Teachers will build their capacity in planning lessons that teach to the full standard as outlined</p>	Dean of Academics Lori Liggins and instructional Facilitator Latoya Mcghee	04/16/2024	Local School Fund Title 1	

	<p>within the curriculum. Students will be able to grapple with standard aligned task and increase mastery on interim assessments in preparation for TN Ready (classroom manipulatives and instructional materials will be purchased to support student achievement in all tested content areas).</p>				
<p>[S 2.2] Professional Development Provide professional development for teachers and administrators to articulate the instructional practice shifts that will improve teachers’ pedagogy of the content, master of standard look-fors, students’ skill set, and students’ proficient reading level of grade supported texts. Teachers will build their capacity in planning lessons that teach to the full standard as outlined within the curriculum. Students will be able to grapple with standard aligned task and increase mastery on triweekly and benchmark assessments in preparation for TN Ready.</p> <p>Benchmark Indicator Daily classroom observations using the TEAM Classroom Walkthrough Protocol document will provide the administrative with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Walkthrough data will be monitored weekly using Google Docs for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Leadership Team meetings are conducted every week to ensure administrators are gaining and sharing knowledge of content, obtaining content support, and resources through collaboration, and effectively communicating new information with school-level educators.</p>	<p>[A 2.2.1] Implement Standards Based Curriculum Training Principal, Dean of Academics, and Instructional Facilitator will participate in school level provided professional training sessions designed to provide support around pedagogy, research based instructional practices, curriculum implementation and understanding of teaching to the depth of standards.</p>	<p>Dean of Academics Lori Liggins and Instructional Facilitator LaToya McGhee</p>	<p>08/05/2024</p>	<p>Title 1</p>	

<p>Weekly professional developments and monthly Parent Advisory Council (PAC) sessions are scheduled to allow teachers and families to learn effective strategies to help students reach the school-wide mathematics goals.</p> <p>**Effectiveness:**</p> <p>Progress monitoring will occur every 20-day period by the administrative team to evaluate academic achievement (80% or better) and student growth by grade and content. Triweekly, content area teachers will analyze student performance on the triweekly and benchmark assessments in professional development to examine students' achievement defined by on-track/mastery (80% or better) and growth.</p>					
	<p>[A 2.2.2] Implement Data Driven Instruction Training Principal, Dean of Academics, and Instructional Facilitator will participate in school-level professional training sessions designed to provide support around desegregating data, backwards design, creating standard aligned assessments, teaching to the depth of standards and understanding inequalities broadening the achievement gap. Dean of Academics and Instructional facilitator will present benchmark assessment data collected from the NWEA MAP, Case 21, and triweeklies (Fall/Winter/Spring) during school-wide data sessions among other content teachers and administration team. Administrators and teachers will complete professional development sessions throughout the school year aimed to improve student academic achievement through reflective teaching practice.</p>	<p>Dean of Academics Lori Liggins and Instructional Facilitator LaToya McGhee</p>	<p>05/24/2024</p>	<p>Local School Fund Title 1</p>	
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to</p>	<p>[A 2.3.1] Response to Instruction and Intervention (RTI2 A) Administer universal screener (Fall, Winter and Spring) to identify Tier II and Tier III students who need more intensive instructional support.</p>	<p>RTI2 interventionists Quiana Harris, Veronica Stewart, and</p>	<p>05/24/2024</p>	<p>Title 1 Esser 3</p>	

<p>meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator</p> <p>Students should perform at or above 80% on triweekly and benchmark assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Progress Learning and Easycbm) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly grade audits, review of the alignment of materials, monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>Intervention plans are created and monitored to determine student progress. Interventions for students are adjusted based on student performance by deficit. Provide all students (Tier I, II and III access to weekly targeted enrichment or support using the district's online intervention tools to foster student growth. Tier II and Tier III intervention will be provided by select interventionist and progress monitored weekly. Tier I intervention will be provided during school-wide intervention hour by core content teachers. Use supplemental resources such as I-Ready, TN Coach workbooks, TN Released items, I-Ready and approved online tutorial programs (Progress Learning, Easycbm, Mastery Connect, etc.) and student manipulatives (classroom instructional materials may be purchased).. Conduct monthly data review meetings and share data documents with parents.</p>	<p>Michelle Whitfield</p>			
	<p>[A 2.3.2] Implement Monthly Family Engagement: Academic Sessions</p> <p>Host monthly parental and family involvement events to help parents and families understand student data, demands of curriculum, methods to support student academics at home by providing information about curriculum support materials (copiers, supplies and other related resources may be purchased to provide these resources). Parents will also have access to online resources; Use surveys to gain parental input and Identify additional needs and supports for a safe, supportive and healthy learning environment.</p>	<p>Principal Dr. Miles, Dean of Scholars Equal Ashe, Dean of Academics Lori Liggins, Instructional Facilitator LaToya McGhee, all teachers</p>	<p>05/24/2024</p>	<p>Title 1</p>	

[G 3] Safe and Healthy Students

City University School Girls Preparatory School will reduce the percentage of chronically out of school students from 33% to 20% with special emphasis on subgroups (*B/H/N, ED, EL, African American and Hispanic*). In partnership with parents, families, and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students often experience post pandemic. Supporting student readiness begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the physical, mental, cognitive, social and emotional

development of students.

Performance Measure

City University Girls Preparatory will improve attendance from 92% to 97% by May 2024.

Interventions and supports will be measured using the following:

- * TeacherEase will be used 100% of the time to track absences and tardies and to send Robo calls to absentee students 100% of the time in order to reduce tardies by 5%.
- * PowerSchool Data will be used 100% of the time to track absences and tardies and to send Robo calls to absentee students 100% of the time in order to reduce tardies by 5%.
- * SART meetings will be held after third consecutive tardy to create an attendance plan for scholars 100% of the time to reduce absences by 5%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance Supports Implement targeted interventions and support programs and initiatives that address identified attendance needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Attendance - 20 day reporting period, will assist in monitoring students' attendance and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p>	<p>[A 3.1.1] Positive Attendance Incentives Implement school-wide initiatives anchored by the Dean of Scholars with fidelity that encourages positive attendance amongst teacher and students/student and students (*special emphasis on B/H/N, ED, EL, SWD, African American and Hispanic student subgroups*). Regular and ongoing revisit and review of the RTI2-A at least every 20-day period. Administrators and counselors provide orientation with new/transfer students to ensure new students have knowledge of the school, grade, classroom expectations as well as attendance meetings for students that have consistently been out of school.</p>	<p>Principal Dr. Michael Miles, Dean of Scholars Equal Ashe, Guidance Counselor Lakeitha Baker</p>	<p>05/16/2024</p>	<p>Local School Fund Title 1</p>	
	<p>[A 3.1.2] Implement RTIA Review Teams: Attendance Continue to administrative team and enrollment manager to review attendance and chronic absenteeism to identify at risk students. Data review will include: Truancy status and absence type to determine if additional interventions should</p>	<p>Dean of Academics Equal Ashe, Guidance Counselor Lakeitha Baker,</p>	<p>05/16/2024</p>	<p>Local School Fund Title 1</p>	

	<p>be provided. Leverage Dean of Scholars and school counselor to provided Social emotional Learning (SEL) support to students parents and staff. Host SEL sessions for all students and staff. Facilitate parent school compact to build supportive relationships with parents and community stakeholders</p>	Enrollment Manager			
<p>[S 3.2] Professional Development Staff will participate in ongoing, high quality professional development provided by the administrative team, school counselors, and exemplar teachers that focuses on social emotional learning, modifying instructional practices that increase student engagement, to improve student attendance which will positively impact student achievement.</p> <p>Benchmark Indicator Monitor the number of tardies and absences in TeacherEase. Attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Utilize district and school level student surveys to gain insight on student perceptions: environment, teacher effectiveness, climate, and culture.</p> <p>Attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p>	<p>[A 3.2.1] Conduct Social Emotional Learning (SEL) Professional Developments to Promote Attendance Staff will continue to receive training SEL supports: Conduct open discussion sessions focused on equity and equality. Staff will be trained on Social Emotional Learning (SEL) and will implement strategies in classrooms. Staff will attend school level training on positive classroom culture and student engagement to remove attendance barriers. Staff will review SEL, strategies throughout the year to build capacity around fostering positive relationships with all students and parents.</p>	Dean of Scholars Equal Ashe and Guidance Counselor Lakeitha Baker	04/16/2024	Title 1 Local School Fund	
	<p>[A 3.2.2] Conduct Professional Development Equity, inclusion, and Cultural Diversity to Promote Attendance Administration and teachers will participate in equity, inclusion and cultural diversity professional development geared towards creating a positive change in school-wide climate, culture, policy,</p>	Dean of Scholars Equal Ashe and Instructional Facilitator LaToya McGhee	04/16/2024	Title 1 Local School Fund	

	<p>routines, and branding at City University School Girls Preparatory. Culture and climate is a district and school initiative to promote a safe, supportive and healthy learning environment that support student identity, encourage equitable classroom practices aimed to support at-risk students and underserved historical student subgroups as well as equity and access (technology-rich learning environments will be purchased) so that all scholars want to attend school on a daily basis.</p>				
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and overall academic success.</p> <p>Benchmark Indicator Review 20-day student attendance reports monthly to determine the impact after engagement events. At the end of each month, review the attendance 20 day report.</p>	<p>[A 3.3.1] Conduct Parent Support Sessions to Support Attendance Strengthen partnerships between parents, community and teachers by hosting information sessions to inform and involve all stakeholders in discussion and identifying solutions that address school attendance.</p>	<p>Dean of Scholars Equal Ashe and Guidance Counselor Lakeitha Burns</p>	<p>05/16/2024</p>	<p>Title 1 Local School Fund</p>	
	<p>[A 3.3.2] Implement Parent and Family Engagement Initiatives to Improve Attendance Initiatives will focus on collaborating with parents, families and community members to positively impact school attendance; Utilize surveys to gather data related to continued school improvement seeking suggestions and feedback; Inform parents of important school level news or updates; Communications sent to parents, families and community related to school events and updates (Robo calls, emails, social media, flyers, etc) will be formatted in English, Spanish and other languages when applicable; Host events to raise awareness of the importance of active parent involvement; Leverage Student Engagement events (afternoon check-in sessions with school leaders); Implement Student Ambassadors to support scholar engagement and attendance.</p>	<p>Dean of Scholars Equan Ashe, Guidance Counselor Lakeitha Baker, and Spanish Teacher Martha Yguanzo</p>	<p>05/16/2024</p>	<p>Title 1</p>	

	<p>[A 3.3.3] School Wide Scholar Handbooks All scholars will receive a scholar handbook to develop an understanding of the school wide expectations and procedures to ensure a safe and health environment for all. Scholars will engage in daily morning and afternoon assemblies for reinforcement of the policies.</p>	Dean of Scholars Equan Ashe	10/27/2023	Local School Fund Title 1	
	<p>[A 3.3.4] Hiring Custodial Staff For the past several years, (20-21, 21-22, 22-23) City University is actively looking to hire Custodial staff . Our goal is that qualified personnel is on staff to adequately handling hazardous materials and to prevent the spread of airborne pathogens. Also, to ensure that proper equipment is in the classroom and being fixed or replaced as needed.</p>	President Michael Miles	10/31/2024	Title 1 Esser 3	