

City University School Of Liberal Arts Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

City University School of Liberal Arts will improve literacy and increase ELA met plus exceeded proficiency rates for English from 35.2% to 43% in 2023-24 on TNReady Assessment.

Performance Measure

Performance 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.

Based on TNReady Assessment, City University will work toward increasing the following met plus exceeded proficiency rates for grade 9 from 12.3% to 17.8% in 2023-24, grade 10 from 35.2% to 39.2% on TNReady 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>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 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'</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</p>	<p>Dean Of Academics, Lori Liggins. Instructional Facilitator LaToya, McGhee</p>	<p>04/29/2024</p>	<p>Local School Fund Title 1</p>	

<p>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>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>				
	<p>[A 1.1.2] 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 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>Dean Of Academics, Lori Liggins. Instructional Facilitator, LaToya McGhee.</p>	<p>04/09/2024</p>	<p>Local School Fund Title 1</p>	
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Students should perform at or above the 80% on Benchmark Assessment (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</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 level and out of town professional development sessions throughout the school year.</p>	<p>Dean of Academics Lori Liggins and Instructional facilitator LaToya McGhee</p>	<p>04/16/2024</p>	<p>Title 1 Local School Fund</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>[A 1.2.2] Implement Data Driven Instruction Training 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>	Dean of Academics Lori Liggins and Instructional Facilitator LaToya McGhee	04/16/2024	Title 1 Local School Fund	
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve</p>	<p>[A 1.3.1] Response to Instruction and Intervention (RTI2 A) 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</p>	Dean of Academics Lori Liggins and Instructional Facilitator	05/16/2024	Title 1	

<p>student achievement (*with special emphasis on interventions for B/H/N, ED, EL, SWD, African American and Hispanic subgroup*).</p> <p>Benchmark IndicatorStudents 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 monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>Benchmark Indicator Benchmark IndicatorStudents 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>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 may be purchased). Conduct monthly data review meetings and share data documents with parents.</p>	<p>LaToya McGhee</p>			
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Weekly review of grade reports for students to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
	<p>[A 1.3.2] Implement Parent and Family Engagement Nights: Academic Sessions 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	

[G 2] Mathematics

City University School of Liberal Arts math proficiency rate in Geometry increased from 0% in 2022 to 4.7% , Algebra I decreased from 8.3% in 2022 to 0% , and Algebra II decreased from 3.3% in 2022 to 0%. By Spring 2024, City University School of Independence will improve math proficiency rates in grades 9-12 from 12.3% to 17.8% in 2024 on TNREADY assessment.

Performance Measure

Performance will be measured using the following tools

City University School will work towards increasing all students academic achievement and growth on the tri-weekly assessments using Mastery Connect in which students in grades 9-12th will aim to reach 80% on track and mastery on all assessments.

TNReady Assessment, City University will work toward increasing the following met plus exceeded proficiency rates from 0% to 6.3% in 2023-2024, grade 10 from 4.7% to 10.6% in 2023-2024, and grade 11 from 0% to 6.3% on the TNREADY Assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction City University School of Liberal Arts 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</p>	<p>[A 2.1.1] Implement Weekly Professional Developments The administration team will ensure teachers have access to and understand the curricular framework and tools; implement safe practice sessions during</p>	Dean of Academics, Lori Liggins. Instructional Facilitator,	04/16/2024	Local School Fund Title 1	

<p>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>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 9-12th grade band and content areas.</p>	<p>LaToya McGhee</p>			
	<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 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>Dean of Academics, Lori Liggins. Instructional Facilitator LaToya McGhee</p>	<p>04/16/2024</p>	<p>Local School Fund Title 1</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>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>[A 2.2.1] Implement Standard 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>	President, Michael Miles. Dean of Academics, and Instructional Facilitator, LaToya McGhee	04/16/2024	Title 1	
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<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</p> <p>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>President, Michael Miles. Dean of Academics, Lori Liggins. Instructional Facilitator McGhee</p>	<p>04/16/2024</p>	<p>Title 1</p>	
<p>[S 2.3] Targeted Interventions 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.</p> <p>** **</p> <p>** **</p>	<p>[A 2.3.1] Response to Instruction and Intervention (RTI2 A)</p> <p>Administer 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 district's online intervention tools</p>	<p>RTI Specialists, Quiana Harris, Michelle WhitField.</p>	<p>05/24/2024</p>	<p>ESSER</p>	

<p>Benchmark Indicator 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>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>[A 2.3.2] Implement Monthly Family Engagement: Academic Sessions 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 Professors</p>	<p>04/16/2024</p>	<p>Title 1</p>	

[G 3] College and Career Readiness

The goal is to increase the ACT Composite Level Score from a 2 to a Level 4 by July of 2024. Also, Scholars will improve the median sub score on reading and math from a 12 to an 18 by November 2023.

Provide targeted content and test taking skills to support students whose ACT composite score is less than 30.

Performance Measure Performance effectiveness will be measure by the following:

- * Early Post Secondary Opportunities being offered
- * ACT composite score (21 or higher)
- * Earnings of Industry Certifications
- * ASVAB Scores
- * Graduation Rate
- * monthly review of mock ACT exam data to monitor student success rates in ACT supported courses

Performance Measure

Performance Measure Performance effectiveness will be measure by the following:

- * City University School of Liberal Arts will increase the number of Early Post Secondary Opportunities being offered by 6% from the 2022-2023 school year.
- * 80% of the senior scholars will score a composite score of 21 or higher on the ACT in November 2023.
- * City University School of Liberal Arts will increase the number of scholars earning Industry Certifications by 3%.
- * City University School of Liberal Arts will increase the scholars ASVAB scores by 10% with a median score of 50.
- * City University School of Liberal Arts will increase the graduation rate from 92% to 99% by May 2024.
- * City University School of Liberal Arts will hold ACT workshops from October 2023 to April 2024 and increase the number of 11th grade scholars scoring 21 or above by 8%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p>Benchmark Indicator Quarterly review of student's report card data to monitor success rates in ACT supported courses.</p> <p>Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.</p>	<p>[A 3.1.1] Provide ACT Staff Training Staff will engage in professional development sessions to assist in:</p> <p>* student needs progress * identifying strategies to prepare students for the ACT Parenting workshops will be conducted to update parents regarding: * college readiness standards * college application process * test-taking strategies</p>	<p>Dean of Academics Lori Liggins, Instructional Facilitator LaToya McGhee,</p>	<p>03/25/2024</p>	<p>Title 1 Local School Fund</p>	
	<p>[A 3.1.2] Conduct ACT Workshops 10th, 11th, and 12th grade students will engage in structured monthly ACT workshops.</p>	<p>Dean of Academics Lori Liggins, Master Tutor Aretha Myers, and Instructional</p>	<p>05/24/2024</p>	<p>Title 1 Local School Fund</p>	

		Facilitator LaToya McGhee			
<p>[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> <p>Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p>	<p>[A 3.2.1] Improve Student Achievement City University School of Liberal Arts will maintain its partnership with University of Tennessee at Martin under the governing of City University School of Independence to support student participation in dual enrollment.</p>	Guidance Counselor Lakeitha Baker and Records Clerk Dena Cashaw	03/25/2024	Title 1 Local School Fund	
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator Semester review of student career interest inventories to gauge and support high school course planning.</p> <p>Quarterly monitor enrollment and course selection 9th grade students in CTE courses that will support the CTE redesign by evaluating student investment via attendance, course selection, and</p>	<p>[A 3.3.1] Provide College Readiness Counseling Provide students with in person and virtual college and career planning opportunities that will assist in identifying interests and career-expectations.</p>	Guidance Counselor Lakeitha Baker and Master Tutor Aretha Myers	03/25/2024	Title 1 Local School Fund	

<p>grades in redesign efforts.</p> <p>Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades.</p> <p>Analyze semester transcripts for Pathways to support the program of study and maintain alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.</p>					
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) ****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>Benchmark Indicator Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings;</p> <p>Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students;</p> <p>Review semi-annually 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>[A 3.4.1] Implement Family Workshops Parent support meetings will be held to aid students during their middle college experience. Assistance will be in the completion of:</p> <ul style="list-style-type: none"> * FAFSA * college applications * college admission process 	<p>Master Tutor Aretha Myers and Guidance Counselor Lakeitha Baker</p>	<p>03/25/2024</p>	<p>Title 1 Local School Fund</p>	
	<p>[A 3.4.2] Provide Parent and Family Conferences Provide comprehensive transcript evaluations for every student in grades 9-12 and have meeting</p>	<p>Guidance Counselor Lakeitha Baker and Records</p>	<p>05/24/2024</p>	<p>Local School Fund Title 1</p>	

	with every parent and student to discuss the plan every year.	Clerk Dena Cashaw			
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[G 4] Safe and Healthy Students

City University School of Liberal Arts will reduce the percentage of chronically out of school students from 43.2% to 5% 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 of Liberal Arts 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 4.1] Attendance Supports Implement targeted interventions and support programs and initiatives that address attendance 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</p>	<p>[A 4.1.1] Positive Attendance Intervention and Support Program Implement school-wide initiatives anchored by the Dean of Scholars (22-23) 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-B 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 conduct reentry meetings for students that have received adequate information about the number of attendance days</p>	<p>Dean of Scholars, Equan Ashe. Guidance Counselor, LaKeitha Baker. President, Michael Miles.</p>	<p>05/24/2024</p>	<p>Local School fund Title 1</p>	

care, student involved in RTIB programs, and Truancy Supports).	required to be eligible to be promoted to the next grade level.				
	<p>[A 4.1.2] Implement RTIB Review Teams: Attendance</p> <p>Continue to administrative team and enrollment manager to review attendance, chronic absenteeism and to identify at risk students. Data review will include: Truancy status and absence type to determine if additional interventions should be provided. Utilize in school suspension to decrease the number of out- of- school suspensions which will minimize missed instructional time. 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>	Dean of Scholars, Equan Ashe. Guidance Counselor, Lakeitha Baker. Enrollment Manager	05/24/2024	Title 1 Local School Fund	
<p>[S 4.2] Professional Development</p> <p>Staff will participate in ongoing, high quality professional development provided by the administrative team, school counselors, and exemplar teachers that focuses on classroom/behavior management, social emotional learning, modifying instructional practices that increase student engagement, to improve student attendance which will positively impact student achievement.</p> <p>Benchmark Indicator</p> <p>Monitor the number of student absences in TeacherEase. Student 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>[A 4.2.1] Conduct Social Emotional Learning (SEL) Professional Developments</p> <p>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 and students will be trained on RTI2-A school-wide attendance matrix. Staff will attend school level training on positive classroom culture and student engagement. 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	05/24/2024	Title 1 Local School Fund	

<p>Student 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 4.2.2] Conduct Professional Development Equity, inclusion, and Cultural Diversity 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, routines, and branding at City University School Girls Preparatory, so that scholars want to attend school. 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).</p>	<p>Dean of Scholars Equal Ashe and Instructional Facilitator LaToya McGhee</p>	<p>05/24/2024</p>	<p>Title 1 Local School Fund</p>	
<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance.</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 4.3.1] Conduct Parent Support Sessions Strengthen partnerships between parents, community and teachers by hosting information sessions to inform and involve all stakeholders in discussion and identifying solutions that address important topics (school readiness, school improvement, attendance, and community resources/programs).</p>	<p>Dean of Scholars Equal Ashe and Guidance Counselor Lakeitha Burns</p>	<p>05/24/2024</p>	<p>Title 1</p>	

	<p>[A 4.3.2] A 3.3.2 Implement Parent and Family Engagement Initiatives</p> <p>Initiatives will focus on collaborating with parents, families and community members to positively impact (school readiness, academic performance as well as share attendance data and trends); 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 positive school culture, increase student involvement in school events so scholars want to attend school. Utilize Spanish teacher and other staff whom are fluent in Spanish (other language as needed) to help remove communication barriers; Insure Spanish teacher is present at all school events and assists with translating presentations for non-English speaking stakeholders.</p>	<p>Dean of Scholars Equan Ashe, Guidance Counselor Lakeitha Baker, and Spanish Teacher Martha Yguanzo</p>	<p>03/25/2024</p>	<p>Title 1</p>	
	<p>[A 4.3.3] School Wide Scholar Handbooks</p> <p>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>	<p>Dean Equan Ashe</p>	<p>10/25/2024</p>	<p>Local School fund Title 1</p>	
	<p>[A 4.3.4] Hiring Parent Development Manager</p> <p>This position will help with Providing support, referral information and resources to parents on parenting issues. Also, this person is responsible for the recruitment and retaining of our students. The Parent Development Manager will be working</p>	<p>President Michael Miles</p>	<p>04/16/2024</p>	<p>Esser 3 Title 1</p>	

	with others to gain cooperation and understanding of attendance issues/needs.				
	<p>[A 4.3.5] Hiring Communication Manager **Since 20-21, 21-22, 22-23, City university has always been in need for a Communication Manager. In 2023-24 SY We plan to hire and retain a communication manager, whose primary responsibilities will include ****managing all website content and social media posts, supporting site internal and external communications, and promoting Navigator programs to other educational organizations****.**</p>	President Miles	10/31/2024	Title 1 Esser 3	
	<p>[A 4.3.6] Hiring Custodial Staff **For the past several years, (20-21, 21-22, 22-23) City University is actively looking to hire Custodial staff for the 23-24 SY. Our goal is that qualified personnel are on staff to adequately handle 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	
	<p>[A 4.3.7] Hiring Grant Manager For the past several years, (20-21, 21-22, 22-23) City University is actively looking to hire for the 23-24 SY a Grant Manager. The Grants Manager is responsible for researching, preparing, submitting, and managing grant proposals/reports that support our school goals and meet funder guidelines and criteria.</p>	President Michael Miles	10/31/2024	Title 1 Esser 3	