

Southern Avenue Charter School Of Academic Excellence Creative Arts Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

SACS will increase ELA on-track and mastery proficiency rates by 10% in grades 3-5 from 23.8% in 2024 to 33.8% in 2025.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

Benchmark Formative Assessment using Mastery Connect: 80% OTM

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<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>School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 31.78% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 27.33% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 80% on Benchmark Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the TEAM teacher evaluation rubric will provide SACS 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. Student-centered and teacher-centered instructional coaching will provide teachers with strategically based teacher needs and readiness.</p> <p>Quarterly review of TEAM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p> <p>Ongoing PD to strengthen teacher knowledge of the curriculum and how to effectively use the provided content.</p> <p>* PD agendas and sign-in sheets</p>	<p>[A 1.1.1] Differentiated Small Group Instruction Small group instruction that is tailored to meet the diverse needs of students by varying content, process, product, and learning environment.</p> <p>Teachers and academic coaches/teacher assistants will collaborate to ensure all students receive quality, intensive instruction in standards based deficit areas. SACS will purchase more appropriate tables (kidney shaped) to ensure small group sessions flow effortlessly where the teacher can engage with students with minimal interruption.</p> <p>Teachers and academic coaches will receive PD, participate in weekly PLC, and weekly data monitoring meetings to strengthen instructional practices to ensure Tier 1 lesson delivery is meeting the needs of students.</p> <p>Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards that challenges students to go beyond memorization and encourages them to engage with complex ideas, solve real-world problems, and apply their knowledge in meaningful ways.</p> <p>IReady and IXL computer based programs will provide students and teachers with additional resources to differentiate learning. IReady diagnostic assessment will provide data for each scholar in the area of Reading, providing teachers and interventionists with a framework for small group instruction around state standards. Tier 2 Vocabulary Workshop Supplemental Materials for classroom instruction during whole group. Additional laptops will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs. Scholars will use school assigned digital devices (laptops or Chromebooks) to navigate</p>	<p>Teena Smith-Instructional Facilitator, Manessa Parker-Instructional Facilitator</p>	<p>12/20/2024</p>	<p>Title One</p>	
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<ul style="list-style-type: none"> * Quarterly Benchmark Assessments * TEAM evaluations * Direct instructional coaching * Easy CBM (triannual) * IReady (triannual and weekly) * IXL (weekly) * Savvas Realize (weekly) * Interim Assessments 	<p>online platforms. Interactive whiteboards will assist with student engagement in content areas providing another layer of instruction. The Amplify/CKLA curriculum and Mastery Connect assessment platforms will also provide teachers and scholars with real-time data on mastery of TN state standards in Reading.</p> <p>Title 1 funds will be used to supplement interventionist positions, 2 instructional facilitators, and paraprofessionals to support instruction as well as supplementary material used to deliver instruction. A procurement specialist, grant clerical coordinator, and financial coordinator will ensure that the necessary items are available to teachers and students.</p>				
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<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 Daily classroom observations using indicators from the TEAM Evaluator rubric 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>Instructional Leadership Team (ILT) meetings are conducted twice each month at 80% 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>Instructional Leadership Team (ILT) meetings are conducted twice each month at 80% attendance to ensure district and 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>Monthly PD sessions and weekly PLC meetings for teachers, academic coaches, and interventionists to learn effective strategies to help students reach the ELA goal.</p> <p>Quarterly district-level PD sessions for parents to learn effective strategies to help students reach ELA</p>	<p>[A 1.2.1] Professional Development The Administrative Team will provide continuous professional development opportunities focused on best instructional practices and content knowledge and develop individualized professional growth plans that align with teachers' career goals and school needs.</p> <p>The Administrative Team will use the TEAM Observation Look -Fors to monitor the fidelity of implementation of Tier 1 ELA instruction. Admin Team & Academic Consultants will provide professional development on the TEAM Rubric for best teaching practices, instructional design, including the gradual release of responsibility model.</p> <p>Opportunities for Professional Growth will be provided through conferences for teachers, academic coaches, interventionists, and administrators. Academic Consultant and Admin Team at Southern Avenue will provide ongoing literacy PD for teachers and academic coaches. Weekly PLC's with Instructional Facilitators and Data Meetings will allow teachers to reflect on student mastery of state standards and best teaching practices. Teacher mentors will be assigned to teachers as a means of peer training. Novice teachers will attend weekly planning sessions with Instructional Facilitators to discuss next steps and assist with planning, instruction, and assessments.</p> <p>Providing professional development for special education teachers is crucial for ensuring that they are equipped with the latest strategies, tools, and knowledge to effectively support diverse learners. This training will focus on areas such as individualized education plans (IEPs), differentiated instruction, behavioral management techniques, and collaboration with general education teachers.</p>	<p>Teena Smith, Instructional Facilitator, Manessa Parker, Instructional Facilitator</p>	<p>05/29/2025</p>	<p>Title One</p>	
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<p>goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <ul style="list-style-type: none"> * TEAM Evaluations * Quarterly Teacher Surveys * Agendas * Sign-in Sheets * Weekly Data Meetings * PD certificates * PLC (weekly) * Faculty PD (monthly) 	<p>Additionally, ongoing professional development will help special education teachers stay informed about new research, technology, and legal requirements in the field.</p> <p>Academic Consultant and Admin Team at Southern Avenue will provide ongoing literacy PD for teachers and academic coaches.</p> <p>SACS will provide stipends to staff, when applicable, to encourage PD attendance.</p>				
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<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 student achievement.</p> <p>Benchmark Indicator Students should perform at or above 80% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>* Easy CBM (weekly progress monitoring) * Quarterly Benchmark Assessments * Weekly Assessments * IXL (weekly) * IReady (weekly)</p>	<p>[A 1.3.1] Reading Interventions Tailor teaching methods to meet the diverse needs of students by varying content, process, product, and learning environment.</p> <p>Use frequent, low-stakes assessments to monitor student learning and provide immediate feedback.</p> <p>Encourage group work and cooperative learning to foster collaboration and deepen understanding.</p> <p>Integrate educational technology such as interactive whiteboards, tablets, and educational software to enhance instruction and student engagement.</p> <p>** **Establish PLCs where teachers collaborate regularly to share best practices, analyze student data, and plan instruction.</p> <p>Students will be provided additional resources as a result of RTI. Southern Avenue has invested in a RTI Coordinator to support in the fidelity of RTI across all grade levels for Tier 2 & Tier 3 literacy small group instruction.</p> <p>Academic coaches/educational assistants and teachers will provide students with in-school tutoring daily in a small group setting, as well as instruction. Small groups will allow for targeted, specific standards, that students are struggling with, to be mastered. Teachers will be required to submit plans on how their classes will be divided into small groups and instructional activities that will be performed. Teachers will also be required to provide copies of activities that will be used and track the progress of each student individually and provide a weekly report to administration.</p> <p>The employment of a certified ESL instructor will assist in meeting the needs of our ELL student population.</p>	<p>Teena Smith, Instructional Facilitator, Manessa Parker, Instructional Facilitator</p>	<p>04/11/2025</p>	<p>Title One</p>	
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	<p>Administrative staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency, comprehension, and problem solving skills. Interventionists will be hired to accommodate any scholars who are not on grade level according to the IReady diagnostic assessment, as well as the EasyCBM benchmark assessments.</p> <p>IReady and IXL will provide teachers, interventionists, and students with resources that can be used to provide targeted interventions and personalized learning. Additional laptops will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs. Students will use school assigned digital devices (laptops or iPads) to navigate online platforms. Interactive whiteboards will provide students with the opportunity to further engage in ELA content. SACS would also like to purchase additional Docucams, laptop carts, headphones, and software to provide special student populations with tools to enhance learning. Students will receive small group, intervention, remediation, and enrichment instruction using various online programs and platforms such as IXL CKLA/Amplify, and IReady.</p> <p>Utilizing learning equity gap resources is essential for ensuring that all students, regardless of background, have access to the same educational opportunities. These resources will include targeted programs, specialized staff, and adaptive technologies that address the diverse needs of students who may be disadvantaged by factors such as socioeconomic status, language barriers, or disabilities. SACS will leverage data-driven insights to identify gaps in student performance and allocate resources strategically to close these gaps.</p>				
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	<p>Title 1 funds will be used to supplement interventionist positions, 2 instructional facilitators, and paraprofessionals to support instruction as well as supplementary material and technology used to deliver instruction. A procurement specialist, grant clerical coordinator, and financial coordinator will ensure that the necessary items are available to teachers and students.</p>				
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<p>[S 1.4] Recruitment and Retention of Educational Staff Provide and support highly qualified, effective teachers in Reading classes.</p> <p>Benchmark Indicator * Teacher licensure * Job Application * Enrollment in Teacher Preparation Program</p>	<p>[A 1.4.1] Recruitment and Retention SACS will recruit and train highly effective teachers and presenters to deliver literacy professional development to peers. SACS will support selected members in the development of model literacy classrooms and collaborate with curriculum representatives to ensure effective use of adopted resources in model classrooms. SACES will partner with local colleges and universities to provide student teaching opportunities for upcoming educators ,thus creating a pool of teaching candidates who are acclimated to our school culture. SACES will also team with the Teach 901 organization. TEAM observations, weekly planning sessions, data reflection, and best instructional practices will provide teachers with an ongoing dialogue and to help teachers continuously improve their practice. SACS will continue to utilize teacher bonuses and stipends to attract highly qualified candidates. Bonuses and stipends will be used to maintain and recruit highly qualified personnel.</p> <p>**Workshops and Seminars:** Host regular professional development sessions led by experts in education.</p> <p>**Online Courses:** Offer access to online professional development courses for flexible learning opportunities.</p> <p>**Professional Conferences:** Encourage teachers to attend local, state, and national conferences to stay updated on the latest educational trends and research.</p> <p>* **Mentorship Programs:** Pair new teachers with experienced mentors to provide guidance, support, and professional development. (Man Up, Teach for America, Memphis Teacher Residency)</p>	<p>Lakeva Bridgeforth, Principal, Manessa Parker, Instructional Facilitator, Teena Smith, Instructional Facilitator, Lois Madison-Human Resource Specialist</p>	<p>11/22/2024</p>	<p>Title One and TISA Funds</p>	
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[G 2] Mathematics

Southern Avenue will improve on-track/mastery percentages by 10% for grades 3-5 from 17.5% in 2024 to 27.5% in 2025.

Southern Avenue Charter Elem. school will achieve a level 3 TVAAS score or higher.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

Benchmark Formative Assessment using Mastery Connect-80% OTM

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Students should perform at or above the 80% on Quarterly, Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the TEAM Evaluator rubric 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>Quarterly review of TEAM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p> <ul style="list-style-type: none"> * PD agendas and sign-in sheets * Quarterly Benchmark Assessments * TEAM evaluations * Direct instructional coaching * Easy CBM (triannual) * IReady (triannual and weekly) * IXL (weekly) * Savvas Realize (weekly) * Interim Assessments 	<p>[A 2.1.1] Differentiated instruction/Small groups</p> <ul style="list-style-type: none"> * Data-Driven Instruction: Utilize formative and summative assessments to identify areas of weakness and adjust instruction accordingly. * Technology Integration: Incorporate digital tools and resources such as interactive math software and online practice platforms to engage students and reinforce skills. * Hands-On Activities: Use manipulatives and practical activities to make abstract concepts concrete and understandable. * Targeted Interventions: Provide specialized instruction and support for students. * Differentiated Instruction: Customize lessons to address the varied learning styles and levels of students within the classroom. * Progress Monitoring: Regularly track the academic progress of students and adjust instructional strategies based on data. * Collaborative Teaching: Implement co-teaching models where general education and special education teachers work together to support all students. <p>Teachers and academic coaches will work with small groups during the Math Instructional Block in grades K-2 using Envision 2.0 curriculums. I-Ready, Mastery Connect, and Savaas diagnostic assessments will provide data for each student in the area of Math. These assessments will provide teachers with a framework for small group instruction around state standards. Mastery Connect will be used to provide benchmark data of standards that have been taught. SACS will purchase appropriate tables (kidney shaped) to ensure small group sessions flow effortlessly where the teacher can engage with students with minimal interruption.</p>	<p>Manessa Parker, Instructional Facilitator, Teena Smith, Instructional Facilitator</p>	<p>04/11/2025</p>	<p>Title One</p>	
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	<p>Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards that challenges students to go beyond memorization and encourages them to engage with complex ideas, solve real-world problems, and apply their knowledge in meaningful ways.</p> <p>Additional laptops will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs. Students will use school assigned digital devices (laptops or Chromebooks) to navigate online platforms. Students will have the added benefit of the use of an interactive whiteboard to assist in engagement and additional supports around TN State Standards.</p> <p>Title 1 funds will be used to supplement interventionist positions, 2 instructional facilitators, and paraprofessionals to support instruction as well as supplementary material used to deliver instruction. A procurement specialist, grant clerical coordinator, and financial coordinator will ensure that the necessary items are available to teachers and students.</p>				
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<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the TEAM Evaluator rubric will provide the 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>Weekly assessment data will be monitored for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month 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>Meetings and small-group ILT sessions are facilitated monthly by Instructional Coaches to support content lead teachers with feedback and targeted training that should result in more effective daily instructional practices that should be observed during walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p>	<p>[A 2.2.1] Professional Development * **Workshops and Seminars:** Host regular professional development sessions led by experts in education. * **Online Courses:** Offer access to online professional development courses for flexible learning opportunities. * **Professional Conferences:** Encourage teachers to attend local, state, and national conferences to stay updated on the latest educational trends and research. * **Mentorship Programs:** Pair new teachers with experienced mentors to provide guidance, support, and professional development. (Man Up, Teach for America, Memphis Teacher Residency)</p> <p>Southern Avenue Charter Elementary School (SACES) will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. Academic Consultants will collaborate with instructional leaders to understand the mathematical shifts found in the TN State Standards. SACS will provide PD on how to effectively implement Envision 2.0 Math curriculum.</p> <p>SACES will assist in strategically building fluency and problem solving skills using IReady, IXL, and Savaas Realize. Students will complete quarterly math benchmark assessments tracking achievement each quarter.</p> <p>The administrative staff will provide professional development to support Instructional Facilitators in monitoring the delivery of math instruction in school buildings. Collaboration will occur between instructional leaders and academic consultants to understand the mathematical shifts found in TN State Standards. Weekly PLC's and Data Meetings</p>	<p>Lakeva Bridgeforth, Principal, Manessa Parker, Instructional Facilitator, Teena Smith, Instructional Facilitator</p>	<p>05/29/2025</p>	<p>Title One, State Funding</p>	
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<p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <ul style="list-style-type: none"> * Sign-In Sheets * Faculty Meetings (monthly) * Team Meeting Notes and Agendas * PD Logs * Teacher Feedback (teacher surveys) * Weekly Data Meetings and PLC's 	<p>,with Instructional Facilitators, will allow teachers to reflect on student mastery of state standards and best teaching practices.</p> <p>A math coach will be assigned to teachers as a means of peer training. Novice teachers will attend weekly planning sessions with Instructional Facilitators to discuss next steps and assist with planning, instruction, and assessments.</p> <p>Providing professional development for special education teachers is crucial for ensuring that they are equipped with the latest strategies, tools, and knowledge to effectively support diverse learners. This training will focus on areas such as individualized education plans (IEPs), differentiated instruction, behavioral management techniques, and collaboration with general education teachers. Additionally, ongoing professional development will help special education teachers stay informed about new research, technology, and legal requirements in the field.</p> <p>SACS will provide stipends to staff, when applicable, to encourage PD attendance.</p>				
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<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 meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator Students should perform at or above 80% on Quarterly, Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (EasyCBM) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of students data on weekly assessments and monthly data collected during progress monitoring will aid in monitoring and adjusting the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <ul style="list-style-type: none"> * Easy CBM (weekly, progress monitoring) * IReady (weekly) * Quarterly Benchmark Assessments (Edulastic) * Weekly Assessments (Mastery Connect) * IXL * Savaas Realize 	<p>[A 2.3.1] Improving Student Achievement/Math intervention</p> <ul style="list-style-type: none"> * Math Interventions: Use evidence-based programs to support struggling students, such as Math Recovery for numeracy. * Progress Monitoring: Regularly track student progress through assessments and data analysis to adjust interventions and instructional strategies. * Extended Learning Time: Offer additional instructional time before or after school, during weekends, and in summer programs for students who need extra support. * Targeted Interventions: Provide specialized instruction and support for students. * Differentiated Instruction: Customize lessons to address the varied learning styles and levels of students within the classroom. * Progress Monitoring: Regularly track the academic progress of students and adjust instructional strategies based on data. <p>Students will be provided additional resources as a result of RTI2. IReady and Savaas diagnostic assessments will provide data for each scholar in the area of Math, providing teachers with a framework for small group instruction around state standards. IReady, IXL, and Savaas will provide teachers, interventionists, and scholars with resources to assist with mastery of Math state standards. Additional laptops will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs.</p> <p>The Southern Avenue administrative team will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills.</p>	<p>Manessa Parker, Instructional Facilitator, Teena Smith, Instructional Facilitator</p>	<p>04/11/2025</p>	<p>Title One</p>	
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	<p>Highly qualified teachers, interventionists, and academic coaches will collaborate with Academic Consultants and the SACS Administration team to create engaging lessons for student mastery through various teaching strategies.</p> <p>The employment of a certified ESL instructor will assist in meeting the needs of our ELL student population.</p> <p>IReady, IXL, and Savaas will provide teachers, interventionists, and students with resources that can be used to provide targeted interventions and personalized learning. Additional laptops will be purchased to allow all scholars the opportunity to have access to online computer remediation, intervention, and enrichment programs. Students will use school assigned digital devices (laptops or iPads) to navigate online platforms. Interactive whiteboards will provide students with the opportunity to further engage in Math content. SACS would also like to purchase additional Docucams, laptop carts, headphones, and software to provide special student populations with tools to enhance learning. Students will receive small group, intervention, remediation, and enrichment instruction using various online programs and platforms such as IXL , Savaas, and IReady.</p> <p>Title 1 funds will be used to supplement interventionist positions, 2 instructional facilitators, and 2 paraprofessionals to support instruction as well as supplementary material and technology used to deliver instruction. A procurement specialist, grant clerical coordinator, and financial coordinator will ensure that the necessary items are available to teachers and students.</p>				
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<p>[S 2.4] Recruitment and Retention Provide highly qualified, effective teachers in Math classes.</p> <p>Benchmark Indicator</p> <ul style="list-style-type: none"> * Teacher licensure * Job Application * Enrollment in Teacher Preparation Program 	<p>[A 2.4.1] Recruitment and Retention</p> <ul style="list-style-type: none"> + Workshops and Seminars: Host regular professional development sessions led by experts in education. + Online Courses: Offer access to online professional development courses for flexible learning opportunities. + Professional Conferences: Encourage teachers to attend local, state, and national conferences to stay updated on the latest educational trends and research. * Mentorship Programs: Pair new teachers with experienced mentors to provide guidance, support, and professional development. (Man Up, Teach for America, Memphis Teacher Residency) <p>SACS will recruit and train highly effective teachers and presenters to deliver literacy professional development to peers. SACS will support selected members in the development of model literacy classrooms and collaborate with curriculum representatives to ensure effective use of adopted resources in model classrooms. SACES will partner with local colleges and universities to provide student teaching opportunities for upcoming educators ,thus creating a pool of teaching candidates who are acclimated to our school culture. SACES will also team with the Teach 901 organization. TEAM observations, weekly planning sessions, data reflection, and best instructional practices will provide teachers with an ongoing dialogue and to help teachers continuously improve their practice. SACS will continue to utilize teacher bonuses and stipends to attract highly qualified candidates.</p>	<p>Lakeva Bridgeforth, Principal, Manessa Parker, Instructional Facilitator, Teena Smith, Instructional Facilitator, Lois Madison, Human Resource Specialist</p>	<p>11/22/2024</p>	<p>Title One and TISA funds</p>	
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[G 3] Safe and Healthy Students

Southern Avenue will reduce the percentage of chronically absent students by 10% from 32.1% in 2025 to 22.1% in 2024 and increase attendance by grade band, by 3% and increase Parental Involvement throughout the 2024-2025 SY.

Southern Avenue will maintain the percentage of positive disciplinary occurrences for the 24-25 school year.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior 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>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions 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] Attendance The Principal, Assistant principal, and school counselor will assist in tracking and reviewing trends in attendance and behavior, thus establishing another connection to parents/guardians of students. However, in the event of capital concerns the school principal and guidance counselor will assist.</p> <p>SACES will:</p> <ul style="list-style-type: none"> * partner with Men in Blue security organization to conduct home visit/truancy visits to students' homes. * regularly communicate with parents about the importance of attendance and provide updates on their child's attendance record. * foster a positive and inclusive environment where students feel safe, valued, and excited to learn. * recognize and reward good attendance with certificates, announcements, or small incentives. * identify and address barriers by working with families to provide transportation options and address health related absences by providing access to school nurses, mental health counselors, and wellness programs. * collaborate with local businesses, nonprofits, and community leaders to support attendance initiatives, like providing rewards for good attendance. * offer workshops or informational sessions for parents about the impact of absenteeism on academic performance. * ensure that attendance policies are clearly communicated to parents and students at the beginning of the school year and reinforced throughout the year. <p>SACS will support displaced students by providing stability, resources, and a sense of belonging during</p>	<p>Lakeva Bridgeforth, Principal, Manessa Parker, Instructional Facilitator, Teena Smith, Instructional Facilitator, Linda Hicks, School Counselor, SACS school nurse</p>	<p>05/23/2025</p>	<p>Title One, TISA funds</p>	
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	<p>challenging times. To help these students, SACS will offer personalized support services, such as counseling and mental health resources, to address the emotional and psychological impacts of displacement. SACS will also ensure access to essential needs, like food, clothing, and school supplies, often partnering with local organizations to provide these resources. Flexible academic programs, including tutoring and language support, will help displaced students catch up on missed learning. Additionally, SACS will foster an inclusive environment by promoting cultural sensitivity and creating peer mentoring programs to help displaced students integrate socially and academically.</p>				
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	<p>[A 3.1.2] Behavioral Interventions Southern Avenue will utilize a behavioral specialist to incorporate positive behavioral interventions and supports (PBIS).</p> <p>Positive Behavioral Interventions and Supports (PBIS): Tiered Support System: Implement a PBIS framework that provides different levels of support based on the student's needs.</p> <ul style="list-style-type: none"> - Tier 1: School-wide strategies that promote positive behavior for all students, like clear behavior expectations and positive reinforcement. - Tier 2: Targeted interventions for students who need additional support, such as small group sessions or behavior contracts. - Tier 3: Intensive, individualized interventions for students with significant behavioral challenges, including personalized behavior plans. <p>SACS will also reinforce positive behaviors by using rewards, praise, and recognition to reinforce positive behaviors, integrating social-emotional learning into the curriculum to help students develop skills like self-awareness, self-regulation, empathy, and conflict resolution, clearly define and teach school-wide expectations for behavior, making sure these expectations are consistent across classrooms and other areas of the school by posting visual reminders, and maintaining open lines of communication with parents and guardians about their child's behavior, sharing both positive behaviors and areas for improvement.</p> <p>Professional Development for Staff:</p> <ul style="list-style-type: none"> - Training: Provide ongoing professional development for teachers and staff on behavior management strategies, SEL, and restorative 	Lakeva Bridgeforth, Principal, Manessa Parker, Instructional Facilitator, Teena Smith, Instructional Facilitator, Linda Hicks, School Counselor	05/23/2025	Title One, TISA funds	
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	<p>practices.</p> <ul style="list-style-type: none">- Collaborative Problem-Solving: Encourage staff to collaborate and share successful strategies for managing challenging behaviors. <p>Classroom management strategies will be shared and implemented in classrooms to create a structured environment and predictable classroom environment where students know what to expect.</p>				
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<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and 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>Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD.</p> <ul style="list-style-type: none"> * Faculty and Team Meetings * PD and Agendas * Sign-In Sheets 	<p>[A 3.2.1] Increase Parental Involvement SACS will conduct ongoing Professional Development with teachers, paraprofessionals, and staff of how to effectively communicate with parents and keep parents engaged in the learning process. Lead teachers will conduct weekly Team meetings to create research based strategies to get parents more involved.</p> <p>Opportunities for parental involvement will include quarterly meeting where strategies for improving student achievement will be presented.</p> <p>SACS will provide stipends to staff, when applicable, to encourage PD attendance.</p> <p>Engage parents and guardians in positive behavioral initiatives:</p> <ul style="list-style-type: none"> * Parent-Teacher Communication: Maintain open lines of communication with parents and guardians about their child's behavior. Share both positive behaviors and areas for improvement. * Collaborative Strategies: Work with parents to develop consistent behavior strategies that can be used both at school and at home. * Parent Workshops: Offer workshops or resources to help parents understand behavior management techniques and support their child's behavior development. <p>Educate Parents and Students on the Importance of Attendance:</p> <ul style="list-style-type: none"> * Workshops: Offer workshops or informational sessions for parents about the impact of absenteeism on academic performance. * Awareness Campaigns: Run campaigns within the school to emphasize the importance of regular attendance through posters, assemblies, and newsletters. * Consistent Messaging: Ensure that attendance 	<p>Lakeva Bridgeforth, Principal, Manessa Parker, Instructional Facilitator, Teena Smith, Instructional Facilitator, Linda Hicks, School Counselor</p>	<p>04/11/2025</p>	<p>Title One, TISA funds</p>	
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	<p>policies are clearly communicated to parents and students at the beginning of the school year and reinforced throughout the year. Using correspondences such as social media posts, letter, Class Dojo, school website, and Robo Text messaging system.</p> <p>* Supportive Approach: Focus on support rather than punishment for poor attendance, encouraging improvement rather than punitive measures.</p>				
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<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p> <ul style="list-style-type: none"> * Parent Sign-In Sheets * Benchmark Assessments * Parent Communication Logs 	<p>[A 3.3.1] Parent and Family Engagement Parents will participate in quarterly "Power Hour" events, where parents will receive valuable information around academics such as TN Ready testing and strategies to assist with the completion of homework and improve student achievement. Opportunities for parents and family engagement will be offered throughout the school year such as:</p> <ul style="list-style-type: none"> * Parent Teacher Conferences * Math and Science Night * Literacy Night * Parent Power Hour * Open House * Annual Title One meetings * Room Parents * Parent volunteer hour * School specific events: Harvest Festival, May Day, Muffins with Mom, Doughnuts with Dads, Grandparent's Luncheon * 5th grade Middle School Fair * Pre-school-Kindergarten partnership fair <p>Engage parents and guardians in positive behavioral initiatives:</p> <ul style="list-style-type: none"> * Parent-Teacher Communication: Maintain open lines of communication with parents and guardians about their child's behavior. Share both positive behaviors and areas for improvement. * Collaborative Strategies: Work with parents to develop consistent behavior strategies that can be used both at school and at home. * Parent Workshops: Offer workshops or resources to help parents understand behavior management techniques and support their child's behavior development. 	<p>Lakeva Bridgeforth, Principal, Manessa Parker, Instructional Facilitator, Teena Smith, Instructional Facilitator, Linda Hicks, School Counselor</p>	<p>05/16/2025</p>	<p>Title One, TISA funds</p>	
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	<p>Educate Parents and Students on the Importance of Attendance:</p> <ul style="list-style-type: none">* Workshops: Offer workshops or informational sessions for parents about the impact of absenteeism on academic performance.* Awareness Campaigns: Run campaigns within the school to emphasize the importance of regular attendance through posters, assemblies, and newsletters.* Supportive Approach: Focus on support rather than punishment for poor attendance, encouraging improvement rather than punitive measures.				
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