

Stone Memorial High School Annual Plan (2023 - 2024)

Last Modified at Aug 15, 2023 04:47 PM CDT

[G 1] Math

Stone Memorial High School recognizes that math is an essential foundation for post-secondary success. Based on the most recent data, it is evident that the school's attention should focus on Algebra II, Geometry, EDs, SWDs, and ELs in order to address the needs and concerns while continuing to support 9-12 mathematics at a high level of proficiency.

Performance Measure

By spring 2024 all students in grades 9-12, including subgroups (ED, EL, SWD, and BHN), will increase their TCAP Math Achievement from 26.1% Met and Exceeded to 30% or will attain TVAAS growth of level 3 or higher.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Math Implementation Grant Through Stone Memorial High School's participation in the Math Implementation Grant, the SMHS teachers and administrators will receive training. Training will consist of high-quality instructional materials selection, new standards, and mathematical instruction practice guides.</p> <p>Benchmark Indicator *This new math curriculum will be implemented in 2023-2024.*</p> <p>*TNTP math walkthroughs will be conducted during the 2023-2024 school year. We will focus on Core Action 1 (use of materials) with a target of getting 100% of teachers to use the curriculum.* * *</p>	<p>[A 1.1.1] Professional Development Through the Math Implementation Grant, professional development will be provided for teachers and administrators to ensure that the new curriculum is implemented with fidelity.</p>	<p>Dr. Rebecca Farley, Dr. Scott Maddox, Mrs. Karri Hobby, Mrs. Kelly Smith</p>	<p>12/15/2023</p>		
	<p>[A 1.1.2] TN IPG Walkthroughs Classroom walkthroughs will be conducted using the TN Mathematics IPG.</p>	<p>Dr. Rebecca Farley, Dr. Scott Maddox, Mrs. Kelly Smith, Mr. Nathan Brown, Mrs. Marcy Harelson, Mrs. April Moore</p>	<p>05/19/2024</p>		

	<p>[A 1.1.3] Student Centered Learning Using the TN IPG during classroom walkthroughs, student-centered learning will be the focus with a goal of 100% of mathematics classrooms receiving "yes" in the culture of learning. Additionally, goals of 75% obtainment in Core Action 1, 50% obtainment in Core Action 2, and at least 25% obtainment in Core Action 3 should increase the focus of instruction and increase the expectations of all learners.</p>	Dr. Rebecca Farley, Dr. Scott Maddox, Mrs. Kelly Smith, Mr. Nathan Brown, Mrs. Marcy Harelson, Mrs. April Moore	05/19/2024		
<p>[S 1.2] Professional Development Related to Students With Disabilities Students with special needs require support and differentiated instruction in order to demonstrate growth toward proficiency. It is imperative to meet individual needs of all students with high-quality materials and research-based instructional strategies.</p> <p>Benchmark Indicator The Director of Special Education and compliance coordinators are responsible for training all teachers on differentiated instructional practices and the difference between accommodations and modifications in Tier I core instruction. This will be tracked through weekly walkthroughs by the coaches, 100% of teachers will score a 3-5 on the Teacher Knowledge of Students section of the Team Rubric. Coaches will report the results to the principals. Building level administrators will report compliance on the principal's monthly checklist in the CCS Admin Hub.</p> <p>###</p>	<p>[A 1.2.1] SMHS General Education Math, Inclusion Math, and SPED Math Teacher Support SMHS General Education Math Teachers, Inclusion Teachers, and SPED Math Teachers will receive coaching support from the district coaches and within the building from lead teachers, administrators, and mentors. Best practices will be promoted within the inclusion classes.</p>	Mrs. Kelly Smith, Mrs. April Moore, Mrs. Marcy Harelson, Mr. Nathan Brown, Mrs. Carol Smith, Mrs. Julie Moldenhauer	05/01/2024		
	<p>[A 1.2.2] SMHS SPED Math Paraprofessionals and Teacher Placement The SPED Department and SPED Paraprofessionals will evaluate the placement of paraprofessionals and teachers to assure effectiveness and track student growth. SPED students, like their regular education counterparts,</p>	Mrs. Kelly Smith, Mrs. April Moore, Mrs. Marcy Harelson, Mr. Nathan Brown, Mrs. Julie	12/15/2023	ESSER, SPED Department, SMHS	

	<p>will be provided a variety of both formative and summative assessments to determine the understanding of basic skills, progression of skills, solid foundations, and needed interventions. Math standards will be monitored closely for mastery and skills added to build confidence and expand student understanding. The administrative team will evaluate and place teachers to accomplish the goals of academic achievement and growth. The administrative team will determine the areas of greatest learning needs through data analysis. This determination will be used to schedule the interventionist and new hires will be placed in areas of need according to experience and content expertise while being provided coaching and mentoring.</p>	<p>Moldenhauer, Mr. Drew Berta, SPED Math Department, Interventionist, SPED Case Managers</p>			
	<p>[A 1.2.3] Professional Development for Inclusion Educators The district will provide professional development for general and special education teachers to maximize instructional opportunities that encompass learning in an inclusion setting with knowledge of the differences between accommodations, modifications, and differentiation strategies. This training will allow students to have access to high-quality instruction and instructional strategies.</p>	<p>Mrs. Marlene Holton</p>	<p>12/15/2023</p>		
<p>[S 1.3] Decrease Chronic Absenteeism Stone Memorial High School has a chronic absenteeism rate of 19.7%. SMHS will address this absenteeism rate through improved tiered interventions at the school level that are monitored at the district level.</p> <p>Benchmark Indicator Attendance audits are performed at the district level twice per nine weeks grading period and monitored to ensure chronic absenteeism rates above 10% are brought to the individual school's attention in order to address attendance concerns. If trends indicate an increase in chronic</p>	<p>[A 1.3.1] Interventions Addressing Chronic Absenteeism **Level One Interventions:**</p> <p>After three (3) unexcused absences a student will be required to meet with a school attendance representative to discuss reasons for student absences.</p> <p>Regularly scheduled follow-up meetings with the student to discuss his/her progress. If the student accumulates additional unexcused absences, he/she shall be subject to the additional levels of intervention.</p>	<p>Mr. Bo Magnusson, Ms. Faith Abston, Mrs. Kelly Smith, Mrs. April Moore, Mrs. Sherrie Kurek</p>	<p>05/30/2024</p>		

<p>absenteeism, the district will provide school-level support to review coding practices and incentive programs.</p>	<p>**Level Two Interventions:**</p> <p>A conference with the student and the student's parent(s)/guardian(s).</p> <p>An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and the Attendance Supervisor/designee. The contract shall include:</p> <ul style="list-style-type: none"> * A specific description of the school's attendance expectations for the student; * The period for which the contract is effective; and * Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court. <p>Regularly scheduled follow-up meetings to discuss the student's progress.</p> <p>A school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems.</p> <p>**Level Three Interventions:**</p> <p>After the 5th unexcused absence, the student will be referred to Truancy Court.</p> <p>Failure to attend Truancy Court and/or additional unexcused absences, the student will be cited to Juvenile Court.</p> <p>The Court will be provided a report of all interventions that have been provided to support this student.</p>				
	<p>[A 1.3.2] Monthly Chronic Absenteeism Data Audit The Student Information Systems Clerk will be</p>	<p>Mrs. Patricia Overstreet, Mrs. Faith</p>	<p>05/30/2024</p>		

	<p>responsible for pulling the chronic absenteeism data twice per nine weeks grading period, communicating with principals, and reporting at the weekly district supervisor meetings. Stone Memorial High School Attendance Clerk, Mrs. Sherrie Kurek, will collaborate with Assistant Principal, Mrs. April Moore, to determine interventions needed and develop a plan of action.</p>	<p>Abston, Mrs. Sherrie Kurek, Mrs. April Moore, Mrs. Kelly Smith, Dr. Scott Maddox</p>			
	<p>[A 1.3.3] SMHS Attendance Accountability The SMHS assistant principals will work along with attendance clerks and guidance counselors to determine at-risk students and identify any trends and patterns for chronically absent student behavior. Various meetings will be conducted as needed with students and/or parents of students who are demonstrating frequent absences from school. Attendance tracking will determine the effectiveness of the interventions and any needed adjustments to attendance plans will be made. The assistant principals will work to foster and build relationships with students to adopt a proactive approach to attendance issues.</p> <p>Attendance and behavior initiatives will continue to increase student motivation and encourage student ownership of learning and school attendance. The Panther Pack is a reward system for students at SMHS based on grades and attendance intended to help students achieve better grades, increase student attendance, and create a culture of care and excellence.</p>	<p>Mrs. April Moore, Mrs. Marcy Harelson, Mr. Nathan Brown, Mrs. Sherrie Kurek, Mrs. Kellie Walter, SMHS Guidance Counselors</p>	<p>05/30/2024</p>		

[G 2] ELA

Stone Memorial High School recognizes that literacy is the foundation for all other content areas and is essential for post secondary success; it is imperative that we increase the number of students designated as met/exceeded in English language arts (ELA). Based on the most recent data, it is evident that we should focus our attention on English I, SWD, and ELLs in order to address the needs and concerns.

Performance Measure

By spring 2024 all students in grades 9-12, including subgroups (ED, EL, SWD, and BHN), will increase their TCAP ELA Achievement from 41% Met and Exceeded to 46% or will attain TVAAS growth of level 3 or higher. We expect to see improvements in English I as evidenced in this grade band.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Implement and Support New, Aligned ELA Curriculum Year Four To ensure English Language Arts (ELA) teachers are implementing the curriculum with fidelity to support student progress with all learners.</p> <p>Benchmark Indicator *Benchmark assessments will be conducted every four and one-half weeks. **By December 2023, students will demonstrate improvement in ELA skills by scoring 70% or higher on the benchmarks in ELA. **Data analysis will be conducted on the benchmark assessments to ensure all students are scoring **70% or higher** on their assessment. Building-level administrators, supported by district supervisors, will develop a plan to share data and address concerns with pertinent stakeholders. *</p>	<p>[A 2.1.1] Data Analysis Stone Memorial High School administrators, supported by district supervisors, will develop a plan to share data and address concerns. The plan will be shared monthly via PLC meetings. The plan will include areas of strength, areas of growth, and areas for improvement based on grade-level data and student progress.</p>	Mrs. Kelly Smith, Mrs. April Moore, Mr. Nathan Brown, Mrs. Marcy Harelson, Dr. Scott Maddox, Mrs. Rachel Martin	04/15/2024		
	<p>[A 2.1.2] Teacher Support The SMHS teachers will review the TDOE IPG to increase student engagement in lessons and provide high-quality instruction in a productive, safe environment. The Stone Memorial High School Administrative Team will conduct walk-throughs utilizing the Instructional Practice Guide (IPG), student work, and teacher input to conduct coaching conversations and provide direction for PLC meetings, staff development, professional development opportunities, and faculty meetings.</p>	Mrs. Kelly Smith, Mrs. April Moore, Mr. Nathan Brown, Mrs. Marcy Harelson, Mrs. Becky Smith, Mr. Derik Samber, Mr. Mark Bolin, Mrs. Eleni Fragopoulos, Ms. Jordan Manning, Mrs. Kalyn Lewis	06/15/2024		
	<p>[A 2.1.3] Student-centered Learning Using the TN IPG during classroom walkthroughs, student-centered learning will be the focus with a goal of 100% of English classrooms receiving "yes"</p>	SMHS Administrative Team, SMHS ELA Teachers	05/15/2024		

	in the culture of learning. Additionally, goals of 75% obtainment in Core Action 1, 50% obtainment in Core Action 2, and at least 25% obtainment in Core Action 3 should increase the focus of instruction and increase the expectations of all learners.				
<p>[S 2.2] Support English Learners in Their ELA Progress</p> <p>We must provide support for our English learners in the ELA classroom. WIDA standards are being used in ELA classrooms in conjunction with Tennessee State Standards in an effort to provide supports needed for ELs to acquire language, as well as master content.</p> <p>Benchmark Indicator</p> <p>*Benchmark Indicators:*</p> <p>The District ESL Supervisor and ESL teachers are responsible for training all teachers on the use of WIDA standards in content classes. 100% of the ELA and ESL teachers will have ELD standards as well as Tennessee State Standards in their lesson plans. Lesson plans are checked weekly by building-level administrators. Building-level administrators will report compliance on the principal's monthly checklist in the CCS Admin Hub. The Title III Director will check ILPs (Individual Learning Plans) each semester for compliance.</p>	<p>[A 2.2.1] WIDA Training for ESL Teachers</p> <p>The District Title III Director will provide training on WIDA standards to Stone Memorial High School's ESL teacher Training documentation will be kept on file by the Title III Director.</p>	Mrs. Sandy Helton, Mrs. Amanda Anderson	09/30/2023		
	<p>[A 2.2.2] WIDA Training for General Education Teachers</p> <p>ESL teachers will conduct a training at each school over using WIDA standards in content classrooms. Sign-in sheets and training documentation will be sent to the Title III Director and kept on file at Central Services.</p>	Mrs. Sandy Helton, Mrs. Amanda Anderson, Mrs. Kelly Smith	09/30/2023		
	<p>[A 2.2.3] WIDA ELD Standards in General Education Teachers' Daily Lesson Plans</p> <p>WIDA ELD standards will be added to content area teachers lesson plans daily.</p>	Mrs. Sandy Helton, Mrs. Amanda Anderson, SMHS General Education	05/15/2024		

		Teachers, Mrs. Kelly Smith, Mrs. April Moore, Mr. Nathan Brown, Mrs. Marcy Harelson			
<p>[S 2.3] Professional Development Related to Students with Disabilities</p> <p>Students with special needs require support and differentiated instruction in order to demonstrate growth toward proficiency. It is imperative to meet individual needs of all students with high-quality materials and research-based instructional strategies.</p> <p>Benchmark Indicator</p> <p>*Benchmark Indicators: *</p> <p>**The Director of Special Education and compliance coordinators are responsible for training all teachers on differentiated instructional practices and the difference between accommodations and modifications in Tier I core instruction. This will be tracked through weekly walkthroughs by the coaches, 100% of teachers will score a 3-5 on the Teacher Knowledge of Students section of the Team Rubric. Coaches will report the results to the principals. Building level administrators will report compliance on the principal's monthly checklist in the CCS Admin Hub.</p>	<p>[A 2.3.1] Professional Development Related to Students with Disabilities</p> <p>The district will provide professional development for general and special education teachers to maximize instructional opportunities that encompass learning in an inclusion setting with knowledge of the differences between accommodations, modifications, and differentiation strategies. This training will allow students to have access to high quality instruction and instructional strategies.</p>	Mrs. Marlene Holton	12/15/2023		
	<p>[A 2.3.2] Collaborative Opportunities</p> <p>Stone Memorial High School will provide professional development opportunities for general and special education teachers to maximize instructional opportunities that encompass learning in an inclusion setting using the Lexia Learning Platform through co-teaching and co-planning.</p>	Mrs. Marlene Holton, Mrs. Tracey VeLong, SMHS SPED Department, SMHS General Education Teachers,	12/15/2023		

		SMHS Administrative Team			
<p>[S 2.4] Decrease Chronic Absenteeism Stone Memorial High School has a chronic absenteeism rate of 19.7%. SMHS will address this absenteeism rate through improved tiered interventions at the school level that are monitored at the district level.</p> <p>Benchmark Indicator Attendance audits are performed at the district level twice per nine weeks grading period and monitored to ensure chronic absenteeism rates above 10% are brought to the individual school's attention in order to address attendance concerns. If trends indicate an increase in chronic absenteeism, the district will provide school-level support to review coding practices and incentive programs.</p>	<p>[A 2.4.1] Interventions Addressing Chronic Absenteeism **Level One Interventions:**</p> <p>After three (3) unexcused absences a student will be required to meet with a school attendance representative to discuss reasons for student absences.</p> <p>Regularly scheduled follow-up meetings with the student to discuss his/her progress. If the student accumulates additional unexcused absences, he/she shall be subject to the additional levels of intervention.</p> <p>**Level Two Interventions:**</p> <p>A conference with the student and the student's parent(s)/guardian(s).</p> <p>An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and the Attendance Supervisor/designee. The contract shall include:</p> <ul style="list-style-type: none"> * A specific description of the school's attendance expectations for the student; * The period for which the contract is effective; and * Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court. <p>Regularly scheduled follow-up meetings to discuss the student's progress.</p> <p>A school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's</p>	<p>Mr. Bo Magnusson, Mrs. Faith Abston, Mrs. Kelly Smith, Mrs. April Moore, Mrs. Sherrie Kurek</p>	<p>05/30/2024</p>		

	<p>attendance problems.</p> <p>**Level Three Interventions:**</p> <p>After the 5th unexcused absence, the student will be referred to Truancy Court.</p> <p>Failure to attend Truancy Court and/or additional unexcused absences, the student will be cited to Juvenile Court.</p> <p>The Court will be provided a report of all interventions that have been provided to support this student.</p>				
	<p>[A 2.4.2] Monthly Chronic Absenteeism Data Audit</p> <p>The Student Information Systems Clerk will be responsible for pulling the chronic absenteeism data twice per nine weeks grading period, communicating with principals, and reporting at the weekly district supervisor meetings. Stone Memorial High School Attendance Clerk, Mrs. Sherrie Kurek, will collaborate with Assistant Principal, Mrs. April Moore, to determine interventions needed and develop a plan of action.</p>	<p>Mrs. Patricia Overstreet, Mrs. Faith Abston, Mrs. Sherrie Kurek, Mrs. April Moore, Mrs. Kelly Smith, Dr. Scott Maddox</p>	<p>05/30/2024</p>		
	<p>[A 2.4.3] SMHS Attendance Accountability</p> <p>The SMHS assistant principals will work along with attendance clerks and guidance counselors to determine at-risk students and identify any trends and patterns for chronically absent student behavior. Various meetings will be conducted as needed with students and/or parents of students who are demonstrating frequent absences from school. Attendance tracking will determine the effectiveness of the interventions and any needed adjustments to attendance plans will be made. The assistant principals will work to foster and build relationships with students to adopt a proactive approach to attendance issues.</p> <p>Attendance and behavior initiatives will continue to</p>	<p>Mrs. April Moore, Mrs. Marcy Harelson, Mr. Nathan Brown, Mrs. Sherrie Kurek, Mrs. Kellie Walter, SMHS Guidance Counselors</p>	<p>05/30/2024</p>		

	<p>increase student motivation and encourage student ownership of learning and school attendance. The Panther Pack is a reward system for students at SMHS based on grades and attendance intended to help students achieve better grades, increase student attendance, and create a culture of care and excellence.</p>				
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[G 3] College and Career Ready

Stone Memorial High School will strive to prepare students to be Ready Graduates by providing early postsecondary opportunities and ACT preparation to ensure all students are productive members of the workforce upon high school graduation or postsecondary completion.

Performance Measure

By spring 2024, Stone Memorial High School will increase the Ready Graduate rate for all students from 31.6% to 35% and all identified student subgroups will increase by 3 percentage points.

By spring 2024, Stone Memorial High School will increase the percent of students scoring an ACT composite score of 21 or higher from 44.7% to 50% and all identified student subgroups will increase by 3 percentage points.

By spring 2024, Stone Memorial High School will increase the CTE Concentrator rate for all students from 58.6% to 64% and all identified student subgroups will increase by 3 percentage points.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Achievement Support All appropriate staff (administrators, teachers, counselors) will be provided high-quality instructional materials and strategies to increase student achievement on the ACT.</p> <p>Benchmark Indicator Stone Memorial High School is utilizing Max the Test ACT curriculum for all juniors to improve student outcomes related to the ACT. Lessons incorporating ACT instruction will be monitored by administrators via lesson plans and walkthroughs monthly to ensure 100% of the teachers are implementing the curriculum with fidelity; the data team at each high school will track growth (one point increase) on each of the four benchmarks or the ACT composite score from an initial 8th grade</p>	<p>[A 3.1.1] ACT Prep All students will take a practice ACT during their eighth, ninth, and tenth grade years, and take the ACT during their eleventh and twelfth grade years. Data teams will analyze and track the data for growth trends in order to support individualized ACT preparation. All levels of growth or score attainment toward Ready Graduate status will be recognized.</p>	<p>Dr. Scott Maddox, SMHS Administrative Team, Ready Graduate Coach</p>	<p>05/30/2024</p>		

<p>practice exam through 9th grade practice, 10th grade pre-ACT results, 11th grade ACT scores, and 12th grade ACT retake scores.</p>					
	<p>[A 3.1.2] Monitor ACT Prep Classes The Stone Memorial High School administrative team will monitor the lesson plans for the ACT Prep classes weekly. They will also conduct fidelity checks during the class to ensure fidelity of the program.</p>	<p>Dr. Scott Maddox, SMHS Administrative Team</p>	<p>05/30/2024</p>		
<p>[S 3.2] AP Access for All Increase opportunities for students to earn EPSOs through AP Access for All.</p> <p>Benchmark Indicator Increase the number of students participating in AP course offerings through high-quality advisement. Participation will increase by 5% from the prior year. Registration documents will be analyzed every fall and spring to ensure EPSOs are offered to all students at all grade levels. The Ready Graduate tracker will be checked monthly by school counselors and building-level administrators to ensure students are enrolled in EPSOs. Building-level administrators will report compliance on the principal's monthly checklist in the CCS Admin Hub. Building-level administrators, supported by district supervisors, will develop a plan to share data and address concerns with pertinent stakeholders.</p>	<p>[A 3.2.1] Increase Stakeholder Knowledge Information will be disseminated to all stakeholders (students, parents/guardians, teachers, counselors, administrators) to facilitate informed decisions regarding eligibility and accessibility.</p>	<p>Dr. Scott Maddox, Mrs. Kelly Smith, Ready Graduate Coach, SMHS Counselors</p>	<p>05/30/2024</p>		
<p>[S 3.3] Increase EPSO Opportunities Available to Students Stone Memorial High School will increase early postsecondary opportunities (EPSOs) for all students as related to the Ready Graduate framework.</p> <p>Benchmark Indicator Increase enrollment in postsecondary opportunities in order to increase the percentage of Ready Graduates by 5% from prior year. Registration documents will be analyzed every fall and spring to</p>	<p>[A 3.3.1] Continue Dual Enrollment Opportunities Stone Memorial High School annually reviews course offering available to students. The district CCTE staff works to review dual enrollment MOUs with post-secondary partners and provides a wide range of dual enrollment opportunities for students. Stone Memorial High School will continue to partner with TCAT Crossville, Roane State Community College, Tennessee Technological University, and Middle Tennessee State University to offer dual enrollment opportunities for students.</p>	<p>Dr. Scott Maddox, Dr. Leslie Eldridge, Mrs. Kelly Smith, Ready Graduate Coach, SMHS Counselors, CCTE School Counselor</p>	<p>05/30/2024</p>		

<p>ensure EPSOs are offered to all students at all grade levels. The Ready Graduate tracker will be checked monthly by school counselors and building-level administrators to ensure students are enrolled in EPSOs. Building-level administrators will report compliance on the principal's monthly checklist in the CCS Admin Hub. Building-level administrators, supported by district supervisors, will develop a plan to share data and address concerns with pertinent stakeholders.</p>	<p>During course registration for the 2023-2024 school year, students have been provided increased dual enrollment courses they may choose to enroll in during the 2023-2024 school year to help increase EPSO participation.</p>				
	<p>[A 3.3.2] Increase Industry Credentials By May 2024, state identified and aligned industry credentials will be offered in all CTE program of study courses that have industry credentials available. Teachers will be trained in areas needed and the CCTE Coach will act as proctor in most industry certification tests. Industry certifications will be promoted throughout the programs of study at Stone Memorial High School.</p>	<p>Dr. Leslie Eldridge, CCTE Coach, CTE Teachers</p>	<p>05/30/2024</p>		
	<p>[A 3.3.3] Increase Stakeholder Knowledge Information will be disseminated to all stakeholders to facilitate informed decisions regarding eligibility and accessibility.</p>	<p>Dr. Scott Maddox, Mrs. Kelly Smith, Ready Graduate Coach, SMHS Counselors</p>	<p>05/30/2024</p>		
<p>[S 3.4] Increase CTE Concentrators/WBL Stone Memorial High School will increase CTE concentrators and WBL opportunities for all students in order to prepare them for the workforce upon high school graduation or postsecondary completion.</p> <p>Benchmark Indicator Increase student participation in CCTE concentrators and WBL by 5% in all programs of study. 100% of CCTE teachers will receive eTiger training twice per year to ensure proper reporting for CCTE concentrators. Monthly school counselor meetings will take place to ensure proper scheduling for courses in sequence. The CCTE</p>	<p>[A 3.4.1] Increase Staff Knowledge Regarding CTE Concentrators Information will be disseminated to applicable staff (CTE teachers, counselors, administrators) to facilitate informed scheduling decisions for reporting purposes.</p>	<p>Dr. Leslie Eldridge, Dr. Scott Maddox, Mrs. Kelly Smith, CCTE Coach, CCTE Counselor, CTE Teachers, SMHS Counselors, Ready Graduation Coach</p>	<p>05/30/2024</p>		

<p>Director and CTE Coach will track WBL certifications per semester to ensure proper certification is maintained for 100% of CTE educators.</p>					
	<p>[A 3.4.2] Monitor CTE Concentrators/WBL Conduct quarterly checks of student records to ensure accuracy of CTE Concentrator documentation.</p>	<p>Dr. Leslie Eldridge, Dr. Scott Maddox, Mrs. Kelly Smith, CTE Coach, CTE Counselor, SMHS Counselors</p>	<p>05/30/2024</p>		
<p>[S 3.5] Data Tracking System Cumberland County Schools will develop and Stone Memorial High School will implement a data tracking system and a process to accurately account for Ready Graduate outcomes.</p> <p>Benchmark Indicator Stone Memorial High School will utilize a data tracking system to monitor Ready Graduate outcomes resulting in a 5% increase of students meeting the Ready Graduate indicator. The Ready Graduate tracker will be checked monthly by school counselors and building-level administrators to ensure students are enrolled in EPSOs. Building-level administrators will report compliance on the principal's monthly checklist in the CCS Admin Hub. Building-level administrators, supported by district supervisors, will develop a plan to share data and address concerns with pertinent stakeholders.</p>	<p>[A 3.5.1] Increase Stakeholder Knowledge Information will be disseminated to all stakeholders (students, parents/guardians, teachers, counselors) to facilitate college and career readiness goals.</p>	<p>Dr. Leslie Eldridge, Dr. Scott Maddox, Mrs. Kelly Smith, Mrs. April Moore, Mr. Nathan Brown, Mrs. Marcy Harelson, Ready Graduate Coach, SMHS Counselors, CTE Counselor</p>	<p>05/30/2024</p>		
<p>[S 3.6] Decrease Chronic Absenteeism Stone Memorial High School has a chronic absenteeism rate of 19.7%. SMHS will address this absenteeism rate through improved tiered interventions at the school level that are monitored at the district level.</p> <p>Benchmark Indicator</p>	<p>[A 3.6.1] Interventions Addressing Chronic Absenteeism **Level One Interventions:** After three (3) unexcused absences a student will be required to meet with a school attendance representative to discuss reasons for student absences.</p>	<p>Mr. Bo Magnusson, Mrs. Faith Abston, Mrs. Kelly Smith, Mrs. April Moore, Mrs. Sherrie Kurek</p>	<p>05/30/2024</p>		

<p>Attendance audits are performed at the district level twice per nine weeks grading period and monitored to ensure chronic absenteeism rates above 10% are brought to the individual school's attention in order to address attendance concerns. If trends indicate an increase in chronic absenteeism, the district will provide school-level support to review coding practices and incentive programs.</p>	<p>Regularly scheduled follow-up meetings with the student to discuss his/her progress. If the student accumulates additional unexcused absences, he/she shall be subject to the additional levels of intervention.</p> <p>**Level Two Interventions:**</p> <p>A conference with the student and the student's parent(s)/guardian(s).</p> <p>An attendance contract, based on the conference, signed by the student, the parent(s)/guardian(s), and the Attendance Supervisor/designee. The contract shall include:</p> <ul style="list-style-type: none"> * A specific description of the school's attendance expectations for the student; * The period for which the contract is effective; and * Penalties for additional absences and alleged school offenses, including additional disciplinary action and potential referral to juvenile court. <p>Regularly scheduled follow-up meetings to discuss the student's progress.</p> <p>A school employee shall conduct an individualized assessment detailing the reasons a student has been absent from school. The employee may refer the student to counseling, community-based services, or other services to address the student's attendance problems.</p> <p>**Level Three Interventions:**</p> <p>After the 5th unexcused absence, the student will be referred to Truancy Court.</p> <p>Failure to attend Truancy Court and/or additional unexcused absences, the student will be cited to Juvenile Court.</p>				
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	The Court will be provided a report of all interventions that have been provided to support this student.				
	<p>[A 3.6.2] Monthly Chronic Absenteeism Data Audit</p> <p>The Student Information Systems Clerk will be responsible for pulling the chronic absenteeism data twice per nine weeks grading period, communicating with principals, and reporting at the weekly district supervisor meetings. Stone Memorial High School Attendance Clerk, Mrs. Sherrie Kurek, will collaborate with Assistant Principal, Mrs. April Moore, to determine interventions needed and develop a plan of action.</p>	Mrs. Patricia Overstreet, Mrs. Faith Abston, Mrs. Sherrie Kurek, Mrs. April Moore, Mrs. Kelly Smith, Dr. Scott Maddox	06/30/2024		
	<p>[A 3.6.3] SMHS Attendance Accountability</p> <p>The SMHS assistant principals will work along with attendance clerks and guidance counselors to determine at-risk students and identify any trends and patterns for chronically absent student behavior. Various meetings will be conducted as needed with students and/or parents of students who are demonstrating frequent absences from school. Attendance tracking will determine the effectiveness of the interventions and any needed adjustments to attendance plans will be made. The assistant principals will work to foster and build relationships with students to adopt a proactive approach to attendance issues.</p> <p>Attendance and behavior initiatives will continue to increase student motivation and encourage student ownership of learning and school attendance. The Panther Pack is a reward system for students at SMHS based on grades and attendance intended to help students achieve better grades, increase student attendance, and create a culture of care and excellence.</p>	Mrs. April Moore, Mrs. Marcy Harelson, Mr. Nathan Brown, Mrs. Sherrie Kurek, Mrs. Kellie Walter, SMHS Guidance Counselors	05/30/2024		