

KIPP Memphis Collegiate High School Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

KIPP Memphis Collegiate High School will increase ELA EOC Performance Rates in all grades from 11.0% on track/ mastery rates to 25.% on track/ mastery rates in 2024.

Performance Measure

Performance will be measured using the following tools:

Tri-weekly Assessments - 75% of students will increase average TWA score by 10% on each test.

ELA Universal Screener- 75% of students will meet their identified goal on the Winter and Spring Screener.

Quarterly Benchmark Assessments - 75% of student will increase their quarterly benchmark assessments by 15% points on each assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction By spring 2023, KMCH will improve 9-12 English/Language Arts data. We believe improvement in this area can continue based on work done in the prior year including the implementation of new math curriculum material , the execution of rigorous professional development to support math. Also by providing an extra hour of intervention where math enrichment is a focus area for targeted students.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter.</p> <p>Use of the KIPP Lesson Flow Walkthrough Guides as an informal observation rubric to gauge the implementation of standard aligned instruction and</p>	<p>[A 1.1.1] Developing and Implementing and Effective Instructional Format Grade & Content level PLC Lesson Plan Alignment - All lesson plans will follow the format or demonstrate evidence of details below:</p> <p>Unpacking daily lessons for standards alignment</p> <p>Lessons created demonstrating the use of explicit instruction and differentiated strategies Incorporating higher order thinking questions.</p> <p>Lesson plans created to provide differentiated text.</p> <p>• Lesson plans with evidence of co-teaching models and specialized instruction for students with disabilities</p> <p>Lesson plans with evidence of language acquisition and best practices for EL students.</p> <p>Providing activities to reteach standards.</p>	<p>Tonye Smith McBride, Reginald Sibley, Prima Atwell, Kerri Hall</p>	<p>08/05/2023</p>	<p>ESSER 3, INSTRUCTURE [\$14000.00]</p>	

<p>the four district -wide instructional practices at or above 85% of teaching time.</p> <p>TEAM rubric for formal observations - teacher level of effectiveness will be at or above 3 for each observation.</p> <p>Eureka curriculum for informal observations to benchmark the implementation of the curriculum and resources -monthly at 90% fidelity.</p> <p>Common formative assessments- student proficiency will increase by at least 15% with each test.</p>	<p>Analyze data to identify trends and develop an intervention plan for targeted students.</p> <p>Analyze to assess and triangulate low performing standards to develop a professional development plan.</p> <p>Using intervention to strengthen academics</p>				
	<p>[A 1.1.2] Strengthening Access to Quality Instructional Materials and Resources</p> <p>Funds will be used to support and enhance the learning environment for teachers and students to include but not limited to complete assignments, organize classroom items, and engage with various resources. KMCH will:</p> <p>Secure supplies, equipment, materials, and support for classroom instruction.</p> <p>Provide extensive professional development for teachers around utilizing the technology and other curricular resources effectively in class.</p> <p>Provide devices for teachers 1 :1 / laptops & Promethean Boards</p> <p>Provide devices for students 1 :1</p> <p>Provide access to STEM equipment and supplies</p> <p>Provide recruitment and retention bonus to hard to staff, SPED, admin team, counselors, teachers to ensure out students have access to effective teachers.</p>	<p>Tonye McBride, Keri Hall, Kim Wooten Prima Atwell</p>	<p>08/01/2022</p>	<p>ESSER 3 [\$454000.00]</p> <p>Title 1 Supplies for Stem, Tutoring, Classroom Supplies, Teacher laptops [\$43000.00]</p>	

<p>[S 1.2] Professional Development Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District 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>School Walkthrough data will be monitored through the district's Kickup walkthrough management system. This tool will allow us to identify trends and determine areas of support needed</p> <p>Instructional Leadership Team (ILT) meetings are conducted weekly 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>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>	<p>[A 1.2.1] Weekly Internalization of Lesson Planning 1-1 Meetings/ Content Area Professional Development Teachers will receive training on how to appropriately instruct and differentiate a lesson to ensure that all students are actively engaged and have access to high quality instruction.</p> <p>Special Education teachers will attend monthly meetings for support with special education issues/questions, such as special education instructional practices, policy, procedures and program development for students with disabilities.</p> <ol style="list-style-type: none"> Teachers will be given a professional development calendar of all in-house professional development. Professional development will be tailored around providing high quality text, understanding the TEM rubric, correctly addressing performance based objectives, vocabulary instruction, gradual release of responsibility and analyzing student work. Ensuring all teachers sign up for professional development within the district. Ongoing coaching feedback on daily instructional practices 	<p>Tonye Smith McBride, Kerri Hall, Prima Atwell, Reginald Sibley, Kelly Henderson- SST Support, Content Leads- C. Johnson, R. Robertson, D. Golden, L. Skinner, D. Edwards</p>	<p>08/01/2023</p>	<p>Title 1- MTSS Specialist PLC Coach, [\$180000.00]</p> <p>ESSER 2.0- VP, AP payroll [\$298000.00]</p>	
<p>[S 1.3] Targeted Intervention and Personalized Learning KMCH will provide academic interventions, personalized learning activities, an individualized</p>	<p>[A 1.3.1] Target Intervention Classes for At-Risk Students Tier 2 and Tier 3 interventions will focus on provided students that fall in the bottom 15% with</p>	<p>Kerri Hall, Jawanda Burchett, Academic</p>	<p>08/25/2024</p>	<p>ESSER Intervention (45,000), Student</p>	

<p>learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Benchmark Indicator</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) at or above 90% engagement and responses to determine next steps of intervention support in an effort to get them to grade level.</p> <p>District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance on-track/mastery rates increase at least 10%ile point each quarter.</p> <p>Progress monitoring from the universal screener/FastBridge will provide feedback data on the impact of targeted intervention and personalized learning. Monthly student performance outcome increases by 10% each month.</p> <p>RTI2 instructional tool data review - WEEKLY student performance outcome 70% on-track/mastery.</p> <p>TN Ready Assessment -ANNUALLY meeting AMOs for identified targeted subgroups.</p>	<p>Tier 2/3 instruction with strategic interventions to close achievement gaps. Student not in intervention, with receive academic enrichment during that hour and focus on grade level instruction designed to reteach standards.</p>	<p>Interventionist, MTSS -TBA</p>		<p>Computers (35,000), MTSS - 78,000 [\$157000.00]</p>	
	<p>[A 1.3.2] Tutoring Services Students will be provide with targeted tutoring to address deficits based on current data. After School Tutoring for two days per week - 2 hours each day - and 4 hours on Saturdays will address learning loss and lack of foundational skills.</p>	<p>Keri Hall; Tutoring teachers</p>	<p>09/15/2023</p>	<p>ESSER 3.0 [\$6000.00]</p>	

[G 2] Mathematics

KIPP Memphis Collegiate High School will increase Math EOC Performance Rates in all grades from 1.0% on track/ mastery rates to 20% on track/ mastery rates in 2024.

Performance Measure

Performance will be measured using the following tools:

Tri-weekly Assessments - 75% of students will increase average TWA score by 10% on each test.

ELA Universal Screener- 75% of students will meet their identified goal on the Winter and Spring Screener.

Quarterly Benchmark Assessments - 75% of student will increase their quarterly benchmark assessments by 15% points on each assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<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>Benchmark Indicator Benchmark Indicator</p> <p>Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter.</p> <p>Use of the KIPP Lesson Flow Walkthrough Guides as an informal observation rubric to gauge the implementation of standard aligned instruction and the four district -wide instructional practices at or above 85% of teaching time.</p> <p>TEAM rubric for formal observations - teacher level of effectiveness will be at or above 3 for each observation.</p>	<p>[A 2.1.1] Developing and Implementing and Effective Instructional Framework Grade & Content level PLC Lesson Plan Alignment - All lessons plans will follow the format or demonstrate evidence of details below:</p> <p>Unpacking daily lessons for standards alignment</p> <p>Lessons created demonstrating the use of explicit instruction and differentiated strategies Incorporating higher order thinking questions.</p> <p>Lesson plans created to provide differentiated text.</p> <ul style="list-style-type: none"> Lesson plans with evidence of co-teaching models and specialized instruction for students with disabilities <p>Lesson plans with evidence of language acquisition and best practices for EL students.</p> <p>Providing activities to reteach standards.</p> <p>Analyze data to identify trends and develop an intervention plan for targeted students.</p> <p>Analyze to assess and triangulate low performing standards to develop a professional development plan.</p>	<p>Tonye Smith McBride, Keri Hall, Math Coach - Shaunette Jones</p>	<p>08/03/2024</p>	<p>Title 1- Supplies, Ste m supplies, instructional supplies, Math Coach 12,000 [\$334000.00]</p>	

<p>Eureka curriculum for informal observations to benchmark the implementation of the curriculum and resources -monthly at 90% fidelity.</p> <p>Common formative assessments- student proficiency will increase by at least 15% with each test.</p>	<p>Using intervention to strengthen academics</p>				
	<p>[A 2.1.2] Strengthening Access to Quality Instructional Materials and Resources Funds will be used to support and enhance the learning environment for teachers and students to include but not limited to complete assignments, organize classroom items, and engage with various resources. KMAM will:</p> <p>Secure supplies, equipment, materials, and support for classroom instruction.</p> <p>Provide extensive professional development for teachers around utilizing the technology and other curricular resources effectively in class.</p> <p>Providing devices for teachers 1 :1 / laptops & Promethean Boards</p> <p>Providing devices for students 1 :1</p> <p>Providing access to STEM instruction, equipment and supplies</p>	<p>Tonye Smith McBride, Keri Hall, Kim Wooten, Lashonda Skinner -STEM Teacher</p>	<p>08/05/2024</p>	<p>ESSER 3.0 -STEM TEACHER [\$68000.00]</p>	
<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 District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to</p>	<p>[A 2.2.1] Weekly Internalization of Lesson Planning 1-1 Meetings/ Content Area Professional Development Teachers will receive training on how to appropriately instruct and differentiate a lesson to ensure that all students are actively engaged and have access to high quality instruction.</p> <p>Special Education teachers will attend monthly meetings for support with special education issues/questions, such as special education instructional practices, policy, procedures and</p>	<p>Tonye Smith McBride, Prima Atwell , Reginald Sibley, Kerri Hall, Math Coach - TBA</p>	<p>08/25/2024</p>	<p>Title 1 - Instructional Coach- Math [\$80000.00]</p>	

<p>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>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams 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 at 85% 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>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</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>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>	<p>program development for students with disabilities.</p> <ol style="list-style-type: none"> 1. Teachers will be given a professional development calendar of all in-house professional development. 2. Professional development will be tailored around providing high quality text, understanding the TEM rubric, correctly addressing performance based objectives, vocabulary instruction, gradual release of responsibility and analyzing student work. 3. Ensuring all teachers sign up for professional development within the district. 4. Ongoing coaching feedback on daily instructional practices 				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized</p>	<p>[A 2.3.1] Targeted Intervention for At Risk Students During and hour of each day will focus on provided</p>	<p>MTSS -TBA, Frank Allen</p>	<p>08/25/2024</p>	<p>ESSER 3.0 Academic</p>	

<p>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 70% 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>students that fall in the bottom 15% with Tier 2/3 instruction with strategic interventions to close achievement gaps. Student not in intervention, with receive academic enrichment during that hour and focus on grade level instruction designed to reteach standards.. Students will be supplied additional resources, including calculators and other needed resources for them to engage fully with the intervention curriculum and master the content.</p>	<p>Academic Interventionist</p>		<p>Interventionist t [\$42126.00]</p>	
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[G 3] College and Career Readiness
KIPP Memphis Collegiate High School will increase the percentage of ready graduates from 32% to 40% (2024*) and increase the graduation rate from 80% (2024*) to 85% (2024*).

*accountability lag year data is used

Performance Measure
Performance effectiveness will be measure by the following:

* Early Post Secondary Opportunities being offered - 40% of the class of 2024 Cohort will complete a post secondary CTE certification via KMCH's partnership with the Boy's and Girl's club

* 95% of students will pass 100% of graduation requirements each quarter.

* 100% of students in need of a course recovery program will be enrolled by October 15, 2023 and complete all modules by March 15, 2024.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<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>Daily monitoring of classroom instruction to ensure rigorous instruction is happening.</p>	<p>[A 3.1.1] 1 Implement Fidelity Checks with ACT Preparatory Courses Daily and weekly fidelity checks with ACT Preparatory Teachers to assure and insure that students are receiving the instruction that will allow them to be Ready Graduates</p>	<p>Prima Atwell, Tonye Smith McBride, ACT Prep Teacher - Ms. Burnett</p>	<p>08/01/2024</p>	<p>Esser 3.0- ACT Prep Teacher [\$47000.00]</p>	
<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] 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**</p> <p>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</p>	<p>Kim Durham, Kipp Forward Director; Kipp Forward Match Counselor- Serial Ross</p>	<p>08/03/2024</p>	<p>ESSER- 3.0 [\$75000.00]</p>	

	measure students participation and success in AP courses.				
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. 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 for 8th and 9th grade students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and 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>[A 3.3.1] Analyze Transcript Checks 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>Seria Ross, Tonye McBride, Prima Atwell Reginald Sibley</p>	<p>07/31/2024</p>	<p>ESSER [\$60000.00]</p>	
<p>[S 3.4] APEX Credit Recovery **Recovering Credit for Failed Courses**</p> <p>KMCH offers APEX, a vetted and school approved online platform to assist students who have failed courses recover the credit hours for those courses. The APEX credit recovery platform is used to help sophomores, juniors, and prospective graduating</p>	<p>[A 3.4.1] Implement APEX Credit Recovery **APEX Credit Recovery Purpose**</p> <p>APEX credit recovery platform is used to help sophomores, juniors, and prospective graduating seniors remain with their cohort by recovering lost credit through failed courses.</p>	<p>Prima Atwell</p>	<p>01/05/2024</p>	<p>ESSER 3.0 [\$90000.00]</p>	

<p>seniors remain with their cohort by recovering lost credit through failed courses. When students recover classes in APEX, they are back on track for graduation with their cohort; therefore, graduating on time.</p> <p>**Scheduling APEX During and After School**</p> <p>Dr. Prima Atwell has worked with students and has made recommendations and accommodations for these students to use the APEX platform during and after school.</p> <p>**Benchmark Indicator**</p> <p>Benchmark Indicator Credit Recovery Grades</p> <p>Credit Recovery</p> <p>Ready Graduate</p> <p>Graduation Rate</p>					
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[G 4] Safe and Healthy Students
 KIPP Collegiate HS will reduce the percentage of chronically out of school students from 54.% to 35% or less for the 2024 academic school year.

Performance Measure
 Attendance is measured daily by both KIPP Power School and MSCS Power School.

KMCH will conduct weekly attendance audits and respond with targeted interventions for students with 3-4, 5-9 and 10+ absences.

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 4.1] 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 4.1.1] Implement Daily Attendance and Response to Academic Intervention Monitoring An attendance team composed of the director of school operations, the behavior specialist, an assistant principal, and interventionists developed a plan to monitor chronically absent students that includes phone calls, parent meetings, and sharing attendance trackers with teachers.</p> <p>The academic interventionist team uses their classroom structure to help those students who are not performing on grade level in reading or math. They also extend the efforts of the attendance team in identifying chronically absent students who receive academic intervention services.</p>	<p>Kim Wooten, Prima Atwell, Jawana Burchett, James Pope</p>	<p>08/25/2024</p>	<p>Title 1 - Behavior Specialist [\$59000.00]</p>	
	<p>[A 4.1.2] Implement Response to Intervention for Behavior Response to Intervention for Behavior is implemented to eliminate most out of school suspensions, by using the assistant principal and behavior specialist to deescalate situations that normally cause suspensions.</p>	<p>Prima Atwell, James Pope Reginald Sibley</p>	<p>08/25/2024</p>		
<p>[S 4.2] Creating a Safe and Healthy Environment COVID-19 has made it necessary to ensure students are housed in an environment designed to support their physical health and minimize their exposure to airborne toxins and viruses. infor</p>	<p>[A 4.2.1] Establish School Based Clinic to Support Students By providing a mni health clinic to our studens, we are able to intervene and prevent longer term illness, which will keep our students in school.</p>	<p>School Nurse, DOSO-Kim Wooten</p>	<p>08/25/2024</p>	<p>ESSER 3.0 [\$53000.00]</p>	

<p>school nurses to be added to the school staff. The school nurse, as a member of the school staff, will provide minor healthcare needs during the school day and refer major healthcare needs to outside personnel.</p> <p>Benchmark Indicator Fewer early dismissals due to student self-diagnosed illnesses</p> <p>Tracking illness and immunocompromised students in the building</p> <p>Assisting diabetic students and other health compromised students who require medication during the school day</p>					
	<p>[A 4.2.2] Enhancing the learning environment by improving air quality By improving the air quality of the building, student illnesses will decrease; therefore, improving attendance and and engagement.</p>	<p>Genrad Phillips, Chief Operations Officer, Charles White -District Building Supervisor</p>	<p>09/01/2024</p>	<p>ESSER 3.0 - HVAC Systems [\$875000.00]</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 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>[A 4.3.1] Weekly SART Meetings KMCH will hold weekly parent meetings to address attendance and behavior concerns through our SART process.</p>	<p>Kim Wooten, DOSO, Tonye Smith MCBride, Prima Atwell</p>	<p>08/25/2024</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.

Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.

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