

Culleoka Unit School Annual Plan (2021 - 2022)

Last Modified at Sep 21, 2021 07:39 PM CDT

**[G 1] Maintain Safe and Healthy Students**

For 2021-2022, students will have equal access to a safe learning environment that promotes academic achievement, limits the amount of lost instructional time, and ensure that all students have the opportunity to learn.

**Performance Measure**

Reduce the percentage of students disciplined from 13.9% to 12%number of students disciplined with exclusionary practices (In-School Suspension, Out of School Suspension)Reduce the percentage of students disciplined ISS from 10.9% to 6%Reduce the percentage of students disciplined OSS from 5.3% to 2.6%Reduce the percentage of BHN, SWD, ED disciplined -BHN 18% to 11%-SWD 18.4% to 11%-ED 19.4% to 11%Increase each school's average daily attendance by 2%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Behavioral interventions and supports</b>                      The district provides support to schools through a collaboration with The Tennessee Behavior Supports Project (TSBP) at Vanderbilt University to develop school-wide positive support plans. Response to Instruction and Intervention-Behavior (RTI<sup>2</sup>-B) is a Multi-Tiered System of Supports (MTSS) that offers an evidence-based approach for meeting the behavioral and social needs of students. Having a school-wide discipline plan helps to decrease suspension/expulsion rates while improving the climate and culture of the school environment. School-based RTII-B teams meet monthly to review student behavior and discipline data. The school team utilizes data from the Student Risk Screening Scale - Internalizing and Externalizing behaviors (SRSS-IE), as well as, office discipline referral forms and parent referrals. The SRSS-IE universal screener is completed by homeroom teachers to ensure all students in the school are assessed for evidence of internalizing and externalizing behavior. Teachers complete the screener in September and April of each school year, with the option to complete the screener in</p>	<p><b>[A 1.1.1] Behavioral Interventions and Supports</b>                      Additional teachers from across grade levels were added to support interventions. The operating RTI2B team will create a full year calendar with dates, agenda, roles, and norms for all RTI2B meetings which will be held during staff meetings or grade level meetings school-wide. Implementation of behavioral interventions and supports will be taught through social emotional lessons during Warrior Way time for middle and high school students.</p>	<p>RTI2B Team</p>	<p>10/01/2021</p>	<p>Funds for quarterly celebrations come from bi-monthly treat days.</p>	

<p>January. The screener helps to identify students who may be at risk for challenging behaviors. The screener also helps with identifying the appropriate supports for challenging student behaviors. Through the monthly meeting, the teams review the data to identify behavior trends to include information like the time, location, and grades of the behavior's occurrence.</p> <p><b>Benchmark Indicator</b>  A 5% decrease in the number of subgroups who receive office discipline referrals A 5% decrease in the number of subgroups who receive suspension and expulsion A 3% decrease in the number of students who attend District Discipline Hearings Sessions 100% of 19 traditional schools implementing RTII-B Tier I strategies observed through school walkthroughs25% of 19 traditional schools implementing RTII-B Tier II strategies observed through walkthroughs and state-level model school recognition Number of schools moving from Tier I Implementation to Tier II Implementation (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices).Number of schools moving from Tier II to Tier III (measured annually- school progression from Tier I to Tier III requires observed changes in school-wide discipline practices)3 of our 5 instructional days will be spent on SEL during Warrior Way.</p>					
	<p><b>[A 1.1.2] Behavior Interventions and Supports</b>  The RTI2B team will create lesson plans for non-classroom environments (halls, cafe, restroom, arrival/dismissal, recess, specialists) based on behavior data. All teachers will teach this information at the beginning of the year and review each quarter. Classroom teachers will explicitly</p>	RTI2B Team	08/30/2021	none	

	teach classroom procedures and behavior expectations.				
	<p><b>[A 1.1.3] Behavioral Interventions and Supports</b>  The RIT2B team will add problem behavior definitions to handbook for review for new hire teachers and use scenarios to check for understanding minor v. major during professional development by RTI2B team. Discipline policies will be reviewed with lesson plans for expected behaviors - office referrals and support team referrals. Support team meetings can be called at any time by teachers in order to brainstorm interventions needed to assist struggling students. Data will be collected each quarter and will drive the positive school-wide reward system. Effectiveness will be measured by a reduction in office referrals and an increase in students participating in quarterly positive celebrations.</p>	RTI2B Team	10/01/2021	none	
<p><b>[S 1.2] Parent, family, and community engagement</b>  Promote effective parent, family, and community engagement in the planning, implementing and evaluating of district improvement activities and overall student and district goals. The Pupil Services Department launched "Strive to 95" which encourages a 95% attendance rate at each school. On a quarterly basis, the district will recognize schools that reach the goal of a 95% daily attendance rate for students. The district will conduct district family community engagement events addressing school climate needs such as but not limited to bullying, restorative practices, mental health, transition to elementary, middle, and high school. Follow-up surveys will be used to determine the effectiveness and quality of engagement events. Another way the district engages families is through our Family Resource Centers. The district currently has 3 general-funded and 1 Title 1 funded family resource center serving</p>	<p><b>[A 1.2.1] Community Engagement</b>  Throughout the year, the parent involvement committee will plan activities to encourage parent, family, and community engagement that support the success of students. Some activities would include food trucks at open house and parent teacher conferences, 8th grade parent night, senior parent night, senior FAFSA frenzy, math night, reading night, Harvest or Spring Festival, Costume Party dance, blood drives, Veteran's Day breakfast and program, Read Across America week, Awards Day, Kindergarten graduation, BooHoo Breakfast, etc. Parental feedback collected through surveys and attendance collected through sign-in sheets.</p>	Mallory Hubbell	04/29/2022	none	

our ED student subgroups. The centers are community-based resource hubs where families can access formal and informal supports. The FRC seeks to provide multiple services to both children and families, like ways to increase parenting skills, and child protective factors, including access to food, shelter, clothing, and educational supports. The FRC establishes family engagement goals which are reviewed quarterly for compliance and implementation. In addition to the FRC's all Title 1 schools complete a family engagement survey which is accessible throughout the school year through the school's website. Title 1 school facilitators are required to review the family engagement survey's throughout the school year. The district communicates with families on a variety of platforms. All families can access all surveys through the district's website home page. The surveys include safety, creative ideas, Maury County School Board, District, and Strategic plans. The surveys remain open throughout the year for parent and student input. The surveys close in April, results are shared on the school website with a callout to parents letting them know the results are available to view. Administrators communicate with families on a weekly basis, via phone call-outs, email and text messaging. Additional communications are sent as needed for emergencies such as unexpected school closures. The district's central office communicates with families via phone call-outs, emails and text messaging. The district also uses the "Let's Talk" application which provides families 24/7 access to district personnel via mail messaging. The messages are routed to the communications department who sends messages to the appropriate department for a response.

**Benchmark Indicator**

Post parent event surveys used to determine the

--	--	--	--	--	--

<p>effectiveness and quality of eventsParent Engagement Activity Reports (attendance, survey of activities)Leadership team will meet monthly to develop and support programs and initiatives that promote effective parent, family and community engagement.</p>					
	<p><b>[A 1.2.2] Community Engagement</b> Admin will meet quarterly with PTA, Booster Club, and Student Advisory Council to engage in conversations with parents, family, school organizations and community groups to improve school level outcomes. Weekly parent callouts and emails, attendance callouts, truancy meetings will be conducted by admin.</p>	Admin team	10/01/2021	none	
<p><b>[S 1.3] Mental health supports</b> Develop external partnerships and provide necessary student supports for identified mental health needs. By the October 2022 the supervisor of school counseling and mental health will partner with external mental health supports. The supervisor of counseling and mental health supports will share relevant behavior and attendance data related to the social and emotional wellness of all students to school district stakeholders, school board members, and the school community at large. The data will be shared in the spring of each year to serve as a baseline for the following school year. The district RTII-B leadership team reviews behavioral, attendance, SEL data on a monthly basis. The district utilized the data collection tools provided by Tennessee Behavior Supports Project (TBSP).</p> <p><b>Benchmark Indicator</b> Identify, join and participate in two external community mental health groupsPartner with an external group to share resourcesSchool counselors will meet monthly to develop external</p>	<p><b>[A 1.3.1] Mental Health Supports</b> In addition to mental health supports in the school, counselors will develop external partnerships by working with local mental health groups to provide necessary student support. Teachers have been provided with SEL and ACES professional development. Small group counseling and individual counseling sessions are available to students, and consultation to teachers and parents. We will utilize our school based Centerstone Counselor as needed. We will monitor implementation and effectiveness with fewer student discipline referrals.</p>	Counselors	04/29/2022	none	

partnerships and provide necessary student supports for identified mental health needs.					
<p><b>[S 1.4] Focused support to ATSI, TSI schools</b> The district will provide focused support to ATSI/TSI identified schools.</p> <p><b>Benchmark Indicator</b> ATSI quarterly data toolDistrict RTI2B Team will review middle school discipline incidents, suspensions (in-school, out of school) quarterly.Review of school leadership team meeting minutes (indicators of progress)Tiered Fidelity Inventory Walkthroughs which take place monthly on behalf of the school-based fidelity team.Middle school discipline referrals will decrease by 5% and tracked through quarterly discipline reports.</p>	<p><b>[A 1.4.1] NA</b> NA</p>	NA	08/31/2021	NA	
<p><b>[G 2] Improve Math Achievement and Growth by 2022</b> We believe that student achievement levels and yearly growth will increase as schools continue to implement the research-based Ready Math curriculum in grades K-8. With ongoing district teacher training in grade level standards, common formative assessments, and supports for effective planning student performance will improve in all grade bands.</p> <p><b>Performance Measure</b> Increase of 10% on track or mastered in all grade bands, 3rd-5th, 6th-8th, and 9th-12th on TN Ready and End of Course math assessments.</p>					
<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 2.1] Math Instruction on Grade Level</b> We purchased and implemented Ready Math in K-8, a high quality math curriculum, during the 2021 - 2022 school year. We developed an implementation plan using the Learning Loss Tools on behalf of the South Central CORE office. Walkthroughs will continue to be conducted with the support of CORE ELA, Math, and RTI Consultants and SREB consultants. In reviewing walk through data via Kick Up and diagnostic benchmark data provided by Ready Math (20-21</p>	<p><b>[A 2.1.1] Math Professional Development</b> We will foster a continuous professional development to build capacity among math teachers by deepening knowledge of standards including identifying power standards, utilizing district instructional coaches, and utilizing content lead teachers. We will supplement district PD on Ready Math on effective implementation of the Ready Math curriculum. PD will be provided during our monthly faculty meetings based on needs assessment survey. Special education teachers will</p>	Admin	05/04/2022	none	

<p>school year), we have discovered instruction is not occurring on grade level; therefore, we need to continue to work on teachers' understanding of the standards, the effective implementation of the Ready Math curriculum, and using assessment data that will inform teachers of student progress and guide instruction. We will support teachers through training, collaborative planning, and principal feedback. Even though Ready Math is not available in grades 9-12, we will use the same strategies to increase student growth and achievement. Carnegie Math is the adopted curriculum for Algebra I, II, and Geometry.</p> <p><b>Benchmark Indicator</b>  The district will conduct math walk-throughs quarterly to determine implementation of adopted math curriculum and alignment of standards. The walk through data will be collected through Kick Up. In following the Ready Math Implementation Plan, students and teachers will complete surveys at the end of each semester. Ready Math Diagnostic will be conducted and reviewed three times a year in grades K-8. Growth monitoring will be reviewed as available by individual schools. The district will review CASE Benchmark data alongside school teams. Quarterly data will be evaluated for ATSI schools. Teachers will attend district pd sessions in kickup in addition to weekly PLC's to dive deeper into academic standards. Teachers will also meet with site based math coach. Admin team will meet to review and analyze data from district surveys and walk through data.</p>	<p>meet in PLC's with content area teachers to strategize and address gaps for subgroups.</p>				
	<p><b>[A 2.1.2] Professional Learning Community</b>  Teachers will collaborate bimonthly in PLC meetings to discuss Ready Math implementation and diagnostic tools and resources. We will share high quality instructional strategies while using the mathematics walkthrough tool rubric. We will</p>	<p>Teachers</p>	<p>05/04/2022</p>	<p>none</p>	

	analyze Ready Math diagnostics, Aimsweb Plus, and other assessments to guide our instruction for students who are struggling and students who need extensions.				
	<p><b>[A 2.1.3] Assessments</b></p> <p>District pacing guides have been revised and given to teachers. Ready diagnostics and Aimsweb Plus will be given in the fall, winter, and spring to measure growth. Ready lesson quizzes along with informal and formal assessments will be given frequently to be discussed in PLC to guide instruction. Ready Unit Summative assessments will be given according to the pacing guide.</p>	Teachers	05/06/2022	none	
	<p><b>[A 2.1.4] Response to Intervention</b></p> <p>We will use Aimsweb Plus as the universal screener and progress monitoring tool. Students will be identified for Tier 2 and Tier 3 interventions. Survey level assessments will be used to determine intervention groups. Students receive 45 minutes of daily intervention with bi-monthly progress monitoring. Fidelity checks conducted by administration team in accordance with the RTI manual. RTI teams meet monthly to analyze progress and interventions. In addition, Tier 1 math small groups for remediation will be made using the instructional groups created by Ready diagnostic results.</p>	Admin/Teachers	05/06/2022	none	

**[G 3] By spring 2022, we will improve k-12 literacy.**

We believe if we raise the expectations for all students through the use of high quality instructional materials we will see improvement in (1) teacher practice, (2) student daily work expectations, and (3) student literacy outcomes. Also, we believe if we focus additional efforts in K-2 literacy this year regarding explicit and systematic foundational skills instruction, we will see increased performance from those students more rapidly.

**Performance Measure**

Decrease percentage of students in grades k-2 who are below the 90th percentile in the national norms on Aimsweb:Kindergarten-phoneme segmentation from 20% (spring benchmark 2019) to 90% and non-sense words from 6% (spring benchmark 2019) to 90%1st grade-ORF from 4.4% (winter benchmark 2021) to 90%2nd grade-ORF from 5.4% (winter benchmark 2021) to 90%Increase the percentage of students who are on track or mastered from 25.7% (2018-19) to 30% on TCAP for grades 3-5 ELA in 2022.Increase the percentage of students who are on track or mastered from 22% (2018-19) to 26% on TCAP for grades 6-8 ELA in 2022.Increase the percentage of students who are on track or mastered from 28.4% (2018-19) to 32% on TCAP for grades 9-12 ELA in 2022.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Implementation of New High-Quality Instructional Materials (HQIM): Purchase, Delivery, and Train</b></p> <p>Adopting and implementing new, high-quality instructional materials in grades k-12 will ensure that all students have access to the resources and practices they need to be proficient. Teachers and leaders will need on-going professional learning and support to implement the materials well. This is the first of a series of strategies that will support materials implementation. These strategies include purchase, deliver, and train; collaborative planning; and principal feedback.</p> <p><b>Benchmark Indicator</b></p> <p>Positive teacher perceptions of high-quality materials and perception of implementation support: collected via survey quarterly (mid-point of each quarter). The Director of Instruction will be responsible for administering the online survey to collect teacher efficacy with material, and impact of consistent feedback. Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on Text Complexity and Questions and Tasks of Literacy Learning Walk Tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. School Structures: Schools have a plan for teachers to collaboratively plan weekly and unit plan quarterly. Principal supervisors monitor implementation of those plans for consistency and quality. Teacher knowledge of characteristics of</p>	<p><b>[A 3.1.1] Professional Development</b></p> <p>We will foster continuous embedded professional development to deepen knowledge of standards, clear learning targets with a focus on power standards utilizing district instructional coaches, content lead teachers, and other teacher leaders. We will provide PD to supplement district PD on Wonders and My Perspectives. This will be provided during monthly faculty meetings based on a needs assessment survey. PLC meeting agendas, HQIM test prep, My Perspectives data tracking tools, and HQIM CFAs will be used to monitor implementation and effectiveness. Teachers will use PLC time to discuss their data and to identify strengths and weakness in different standards. Special education teachers will meet in PLC's with content area teachers to strategize and address gaps for subgroups.</p>	Admin; District Coach	12/17/2021	none	

<p>instructional materials: Teachers report opportunities to build their capacity in foundational skills (K-2) and in knowledge based outcomes (K-12) within the perception survey. Principal and instructional coach walkthroughs will be used to monitor implementation and trends will be collected to inform additional learning needs. Data provided from district walk-through tools and surveys will be analyzed by admin team to further develop professional development opportunities and coaching.</p>					
<p><b>[S 3.2] Implementation of New High-quality Instructional Materials (HQIM): Collaborative Planning</b>  Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure that all students have the access to the resources and practices they need to be proficient. Teachers will need to collaboratively plan to ensure that they understand how to translate the materials into effective classroom practices.</p> <p><b>Benchmark Indicator</b>  Teacher perceptions of new curriculum will be collected through a survey two times during the 2020-21 school year at the end of each semester: December and May. The Director of Instruction will be responsible for administering the survey and reporting on the findings. Teachers will collaboratively plan weekly and unit plan quarterly. Instruction department supervisors monitor the implementation of those plans for consistency and quality. Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided. Observations of collaborative planning sessions by principals, instructional coaches, and</p>	<p><b>[A 3.2.1] Common Formative Assessments</b>  On district PD days, the district will allow subject grade level time to examine HQIM CFAs. District pacing guides have been revised and will be used to ensure that all teachers are using selection tests from the HQIM to ensure that formative assessments are centered around power standards. School and district results will be shared to facilitate adjustments to instruction. Teachers will use that data tools from the HQIM to monitor their student achievement levels of each standard, and these data tools will be used in PLC discussions.</p>	<p>Teachers</p>	<p>05/06/2022</p>	<p>none</p>	

<p>supervisors will be used to assess the quality of the use of the protocol in supporting implementation of the materials. Feedback will be provided to teacher leaders to strengthen the quality of planning. Teacher use of instructional materials will be collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks in KickUp. Walk-through data will be used to assess the extent to which teachers are using the materials with integrity and are meeting the instructional shifts of the standards. The district instructional team will review data across the district and will be used to adjust professional development and opportunities for collaborative planning. Benchmark Indicator: Effectiveness of PLC meetings will be monitored through agendas, CFA's, unit and benchmark assessments. Admin team will analyze data provided by the district and from observation reports in TNCompass.</p>					
	<p><b>[A 3.2.2] Foundational Skills</b> K-5 teachers will have a planned, focused daily 45 minute time to teach foundational skills using mandated curriculum.</p>	K-5 Teachers	05/20/2022	na	
<p><b>[S 3.3] Implementation of New High-Quality Instructional Materials (HQIM): Principal Feedback</b> Adopting and implementing new, high-quality instructional materials in grades K-12 will ensure all students have access to the resources and practices they need to be proficient. Teachers will need high-quality and consistent feedback from their principals and instructional coaches to implement well. This is the third of a series of strategies that will support materials implementation. These strategies together include: purchase, deliver, and train; collaborative planning; and principal feedback.</p>	<p><b>[A 3.3.1] Observation and Feedback</b> Administrators will conduct observations using TEAM rubric and walkthroughs to provide constructive feedback during post conferences. Admin will use the data from walkthroughs and observations to support teacher in pd related to high quality instruction, standards and technology integration.</p>	Admin	05/06/2022	none	

**Benchmark Indicator**

Leader Preparation: Principal/Instructional Coach feel comfortable providing teacher feedback on text complexity and questions and tasks using the Literacy Learning Walk tool in KickUp. The principal supervisor will discuss during monthly check-ins with each leadership team. Principal supervisors will also observe walk-throughs and discuss feedback at least twice each semester with each principal to monitor leader support of materials and adjust training needs. Quality of principal feedback: Principal submit samples of feedback provided to teachers at quarterly intervals. Principal supervisor reviews feedback to guide training on providing high-quality feedback to teachers. Principal supervisor will also observe each principal conducting walk-throughs and providing feedback. Teacher use of instructional materials: Collected via principal observations using the Instructional Practice Guide. Principals will collect walk-through data and provide each teacher with feedback on their implementation at least once every two weeks. Walk-through data will be used to assess the extent to which teachers are using the material with integrity and are meeting the instructional shifts of the standards. Principals will submit walk-through data to the district instructional materials team for review of data across the district. Data will be used to adjust teacher training and collaborative planning opportunities. Regular and routine collaborative planning is focused on principal feedback: Principals observations of planning indicate use of the planning protocol and a focus on improving areas where principal feedback was provided. Admin team will provide feedback to teachers during post conferences, walk-throughs and through data collected in TNCompass. Admin team will collaborate on data

--	--	--	--	--	--

<p>provided through district surveys, walkthroughs, and teacher feedback.</p>					
<p><b>[S 3.4] Provide Additional Support for ELA Implementation</b>  The district will continue to support effective RTI practices and provide assistance and training based on results from fidelity monitoring. In addition to RTI support, new teacher induction is important to provide a foundation for teachers to be successful and will enhance implementation. Technology integration is important as students and teachers need to use technology to enhance learning.</p> <p><b>Benchmark Indicator</b>  Fidelity monitoring indicate appropriate interventionsAIMSWEB Scores indicated positive rate of improvement.School level ambassadors and district leaders will use the TIM observation tool three times quarterly in various classrooms to identify trends in successful technology integration.School administrators and assigned mentors will conduct walkthroughs monthly using a new teacher induction rubric. Members of the RTI team will conduct fidelity checks. Additional professional development may be needed dependent on the data collected during fidelity checks. Lead mentor will meet bi-monthly with new teachers for additional support.</p>	<p><b>[A 3.4.1] Response to Intervention</b>  We will use AimsWeb Plus as the universal screener and progress monitoring tool. Students will be identified for Tier II or Tier III interventions. Survey level assessments will be used to determine intervention group. Students receive 45 minutes of daily intervention with bi-monthly progress monitoring. Fidelity checks conducted by the admin team in accordance with the RTI manual. Students may also attend an additional 30 minutes during Warrior Way for extra help.</p>	<p>Teachers</p>	<p>10/01/2021</p>	<p>none</p>	
<p><b>[G 4] Increase the number of ready graduates/EPSOs by May 2022.</b>  Last year, 36.2% of high school students qualified as "Ready Graduates", it is our aim to increase the number of students who meet this criterion by 5% or more during the 21-22 school year.</p> <p><b>Performance Measure</b>  Improve graduation rate from 89.2% to 91%Increase the percentage of students scoring the ACT Benchmark score of 21 from 37.1 % to 38.1%Increase the percentage of Ready Graduate students from 36.2% to 41.2%Increase average ACT composite score by 5% from 19.6 to 20.6</p>					

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Increase the number of ready graduates by May 2022.</b>            Increase the probability for student success after high school by helping students prepare and succeed on the ACT and attain additional EPSOs. Use the "Ready Graduate" tracking tool to determine the number of students at each school who meet the "Ready Graduate" criteria. Use the Ready Graduate Tracking Tool to determine the percentage of "Ready Graduate" students at each school. Create postsecondary plans for all students. Begin in middle schools. Build a diverse portfolio of early postsecondary and capstone opportunities.</p> <p><b>Benchmark Indicator</b>            Number of Students scoring a composite of "21" or higher on the ACT; Number of students taking "4" or more EPSO courses; Number of students taking "2" EPSO courses and earning an Industry Certification; Number of students taking "2" EPSO courses and earning at least a 31 on the ASVAB battery test. Every student will have a six-year plan upon entering ninth grade. Number of local dual credits earned per semester. Number dual enrollment credits earned per semester. Number of industry certifications earned per semester. Increase ready graduates to 39.4%. Increase ACT average 17.8 or greater</p>	<p><b>[A 4.1.1] ACT</b>            Utilize free ACT prep through Tennessee Electronic Library; ACT prep class for 95% of our sophomores and juniors; administer practice tests in fall and spring for freshmen and sophomores.</p>	High School Teachers	03/25/2022	none	
	<p><b>[A 4.1.2] Ready Graduate</b>            Increase ready graduates from 37.5% to 39.4%; enroll all World History and US History students in SDC; encourage DE especially at TCAT; DE classes are offered on campus; increase the number of SDC classes offered; promote industry certifications in all CTE cluster; CUS teachers will</p>	High School Teachers	05/06/2022	none	

	teach DE CTE classes; all students will take ASVAB by graduation; increase ACT composite and number of students meeting benchmark				
--	---	--	--	--	--