North Stewart Elementary Annual Plan (2022 - 2023)

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[G 1] By spring 2023, we will improve K-12 ELA Outcomes
We believe if we raise expectations for all students through the implementation of aligned instructional materials we will see improvement in teacher practice, student daily work expectations, and student ELA outcomes.

Performance Measure
The performance measure will be the following AMO targets:

Grades 3-5: Double AMO 49.1

Grades 6-8: Double AMO 43.6

Grades 9-12: Double AMO 30.2

The district will use internal aimswebPlus data for grades K-2 with a goal of at least 65% of K-2 students being in the low to moderate risk category for needing intervention.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Data Collection CASE benchmark assessment (CASE changing to MasteryConnect in 22-23) will be administered 3 times per year (September, January, March) for students in Grades 3-11. Additionally, aimswebPlus will be used as a universal screener for students grades K-8 and will be administered 3 times per year (September, January, March). Progress monitoring in Grades K-8 will occur throughout the year using Aimsweb. Reading coaches, instructional supervisor, and administrators pull and analyze data throughout the year and meet with grade levels during weekly PLCs to support planning and instructional units. The district is a part of both the Literacy Implementation Network grant (LIN) and the Early Literacy Implementation Network (ELN) grant. This partnership allows the	**[A 1.1.1] Benchmarking** NSE will also use a variety of benchmarking tools including ESGI, Aimsweb, and Mastery Connect. Benchmarking with the ESGI will be ongoing in grades K-1. ESGI district tabs will be ongoing every nine weeks. Aimsweb+ will be used as a Universal Screener and progress monitoring tool for grades K-5. This tool is provided by TNDOE at no cost. Mastery Connect benchmarking will be used for Tier I in grades 3-5 and administered three times a year.	Literacy Coach and Assistant Principal	04/06/2022	Title I	

district to partner with TNTP and other districts for instructional walkthroughs and data collection in grades PK-8. Additional instructional walkthroughs take place with the district's literacy collaborative, a team that consists of the instructional supervisor, reading coaches, and selected literacy teachers from grades PK-12. The literacy collaborative will schedule at least three literacy walks from grades PK-12 in the 2022-2023 school year. **Benchmark Indicator** District supervisors and building-level administrators will conduct weekly walkthroughs in all ELA classrooms. Reading coaches and the literacy collaborative will conduct literacy walks at least three times during the year in all ELA classrooms, in addition to three literacy walks conducted by TNTP through the ELN and LIN networks. Additionally, the district will host a virtual literacy walk for other districts in the network. Data will be collected and compared to identify district trends observed during tier I instruction in an effort to support teachers in teaching grade-level standards using complex texts and assuring rigor. Benchmark and screening assessments will be administered to all students K-11 a minimum of three times each year in an effort to identify students who need additional support through Tier II & Tier III intervention. All indicators will be utilized to meet the district AMO goal in ELA for each grade band.					
	[A 1.1.2] Screeners NSE will use a variety of screeners to identify students ability and areas for needed improvement. Some screeners are provided free and others are budgeted. Grades K-3 will begin to use Aimsweb to collect data around foundational literacy and math skills. Aimsweb+ will be used as a universal screener and progress monitoring tool, and will therefore drive instruction across the instructional tiers	LIteracy Coach	05/05/2023	Title I/ Federal [$6773.00]	

[S 1.2] High-dosage, low-ratio tutoring and intervention ESSER 3.0 funds were used to fund grade-level interventionists for K-8 at each school in the LEA. In total, 15 interventionists were hired and are grade specific. Interventionists will work with students at least two times weekly at a ratio not to exceed 1:2 for 90 minutes. Students needing high-dosage tutoring sessions will be identified using progress monitoring and benchmark data. **Benchmark Indicator** **Review of progress monitoring data:** The instructional supervisor, math coach, and school administrators will monitor and review progress monitoring data at least three times throughout the year and determine if a student maintains the need for high dosage tutoring. **Schedules:** School principals are responsible for developing schedules of interventionists and after-school tutoring programs to meet the needs of students needing low-ratio tutoring. The instructional supervisor will monitor that these schedules are maintained throughout the year through quarterly review of schedules during administrative council meetings and informal walkthroughs. **Review of benchmark data:** The district-level team composed of principals, math coach, instructional supervisor, and math collaborative members will monitor and reflect on benchmark assessment data at 3 different points (October, January, March) throughout the year to determine what, if any, action steps need to be taken involving tutoring strategies.	**[A 1.2.1] Increase Small Group Instruction** By increasing the number of RTI groups and classroom small groups, this will provide more targeted instruction in the classrooms. In grades K-1 teacher assistants can be used to provide individualized instruction in both reading and math foundational skills. This allows an instructor to provide support via corrective feedback during student practice with word building, decodable readers, spelling, and math practice.	Principal	05/26/2023	Federal/Title I [$30000.00]	
	[A 1.2.2] After School Tutoring After school tutoring helps students in Tier II & III get more time for quality instructions. Students	Principal	05/26/2023	Federal/Title I [$12000.00]	

	receive help addressing deficit skills to become more successful in the classroom.				
[S 1.3] Professional Development PK-12 ELA teachers will be received PD in August 22' via TNTP through the Literacy Implementation and Early Literacy Implementation Networks. Session agendas will be developed in May 22' after analyzing instructional trend data collected from data-checkpoint walkthroughs in March 22' and April 22'. August training will focus on lesson and unit planning protocols and internalization. Additional 1/2 day professional development sessions will be scheduled for December 22' to focus on student work analysis protocol training. This training will be held for all PK-12 ELA teachers, leaders, and instructional coaches. For Early Literacy development, TNTP will conduct strategic advisement calls with the district instructional team to reflect on recent data and design upcoming professional learning opportunities. The district will provide PK-12 ELA teachers three 1/2 day planning sessions (October, December, February) to work on unit internalization and HQIM implementation. Planning sessions will be for district grade-level teachers to allow for consistency throughout the LEA. **Benchmark Indicator** **Regular review of benchmark and progress monitoring data: **The instructional supervisor and literacy coaches will collect and analyze CASE benchmark data and aimswebPlus data 3 times annually. The data will be presented to school-level administrators at least 3 times a year and shared with teachers during weekly PLC meetings. Data will be reviewed to assure students are on-track and the district is working towards achieving the established AMO goal.	**[A 1.3.1] Literacy Coach** Literacy Coach will continue to give individualized professional development or group professional development to ensure effective Literacy instruction.	Literacy Coach	04/27/2023		

Monthly instructional walkthroughs: **School-level administrators, district supervisors, or literacy coaches will visit each math classroom at least once monthly. Data will be collected using the district's version of TNTP's IPG and stored electronically. With a solid curriculum in place, emphasis for 22-23 will be on Core Actions 2 & 3. The district leadership team and the instructional team will review data monthly to observe instructional trends and needs. Walkthrough data will be used to collaborate with TNTP and make adjustments to PD opportunties.					

[G 2] By spring 2023, we will Improve K-12 mathematics outcomes
We believe if we raise expectations for all students through the implementation of aligned instructional materials we will see improvement in teacher practice, student daily work expectations, and student mathematics outcomes.

Performance Measure
Grades 3-5: Double AMO 49.1

Grades 6-8: Double AMO 43.6

Grades 9-12: Double AMO 30.2

In Grades K-2 at least 60% of students are in the low to moderate range of receiving an intervention.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Data Collection The LEA will administer the CASE benchmark assessment in mathematics three times per year for grades 3-11. AimswebPlus will be administered for progress monitoring three times annually in grades K-5 and Exact Path 3 times annually in grades 6-8. Additionally, the math collaborative team, building & district-level administrators, and instructional coach will participate in instructional walkthroughs in grades K-12.	**[A 2.1.1] Screeners and Benchmarks** Benchmarking and Screeners for Mathematics follow the same pattern as ELA. See ELA section for details. Information also contained in attachment.	Math Coach	05/19/2023		

Benchmark Indicator **Regular review of benchmark and progress monitoring data: **The instructional supervisor and instructional coach will collect and analyze CASE benchmark data and aimswebPlus progress monitoring data 3 times annually. The data will be presented to school-level administrators at least 3 times a year and shared with teachers during PLCs. Data will be reviewed to assure students are on-track and the district is working towards accomplishing the AMO goal. **Monthly instructional walkthroughs:** School-level administrators, district supervisors, or instructional coach will visit each math classroom at least once monthly. Data will be collected using the district's modified version of TNTP's IPG and stored electronically. The district leadership team and instructional team will review data monthly to observe instructional trends and needs.					
[S 2.2] High-dosage, low-ratio tutoring and intervention ESSER 3.0 funds were used to fund grade-level interventionists for grades K-8 at each school in the LEA. In total, 15 interventionists were hired and are grade specific. Interventionists will work with students at least two times weekly at a ratio not to exceed 1:2 for 90 minutes. Students needing high-dosage tutoring sessions will be identified using progress monitoring and benchmark data. **Benchmark Indicator** **Review of progress monitoring data: **The instructional supervisor, math coach, and school administrators will monitor and review progress monitoring data at least three times throughout the year and determine if a student maintains the need for high dosage tutoring. **Schedules: **School principals are responsible for developing schedules of interventionists and	**[A 2.2.1] Tutoring** We will offer before and after school tutoring in a low-ratio environment for students needing additional supports.	Principal and Assistant Principal	05/10/2023	Title I	

after-school tutoring programs to meet the needs of students needing low-ratio tutoring. The instructional supervisor will monitor that these schedules are maintained throughout the year through quarterly review of schedules during administrative council meetings and informal walkthroughs. **Review of benchmark data:** The district-level team composed of principals, math coach, instructional supervisor, and math collaborative members will monitor and reflect on benchmark assessment data at 3 different points (October, January, March) throughout the year to determine what, if any, action steps need to be taken involving tutoring strategies.					
	[A 2.2.2] Math Coach The school will have a math coach to support learning. Support will be provided to mathematics teachers with student-centered learning aspects, as well as directly with students themselves. The math coach will use data collected through benchmark tests to help determine students needing assistance.	Math Coach	05/19/2023		
	[A 2.2.3] Benchmarks and Screeners Teachers will use data from benchmark assessments and universal screeners to identify students needing support. Teachers and the math coach will analyze the data for trends. They will then use this data to create small groups and one on one instruction strategies.	Math Coach, teachers and assistant principal	03/31/2023		
[S 2.3] Professional Development Pk-12 math teachers will be provided time in August to develop course pacing guides and opportunities for lesson prep. There will be three additional 1/2 day sessions scheduled in October, December, and February for grade-level district-wide planning & lesson internalization. The instructional supervisor and math instructional coach will work to develop a PD session agenda that will include implemented resources and	[A 2.3.1] PLC's with Math Coach Provide ongoing, high quality professional development at the school level with the math instructional coach, PLC meetings, and faculty meetings for teachers that focuses on changing and improving instructional practices that result in increased student performance in math.	Tammy Williams, Teachers	04/28/2023		

standards alignment, review of progress monitoring data, and prioritizing students' needs. Additional PD opportunities on pacing will be provided by Carnegie learning and how to analyze CASE data by Instructure. The district also plans on participating in the math implementation network and will look for any PD opportunities provided by the selected vendor. **Benchmark Indicator** **Regular review of benchmark and progress monitoring data: **The instructional supervisor and instructional coach will collect and analyze CASE benchmark data and aimswebPlus progress monitoring data 3 times annually. The data will be presented to school-level administrators at least 3 times a year and shared with teachers during PLCs. Data will be reviewed to assure students are on-track and the district is working towards accomplishing the AMO goal. **Monthly instructional walkthroughs:** School-level administrators, district supervisors, or instructional coach will visit each math classroom at least once monthly. Data will be collected using the district's modified version of TNTP's IPG and stored electronically. The district leadership team and instructional team will review data monthly to observe instructional trends and needs. The district will work closely with the CORE math consultant to target areas of concern and strategies to address weaknesses.					
	[A 2.3.2] High Quality Professional Development Provided to Math teachers Administrators and the math coach in collaboration the Mid Cumberland Tennessee Core office consultants will conduct walk throughs to collect data to plan professional development for teachers to improve student performance in 3-5 math.	Math Coach and Principal.	04/28/2023		
[S 2.4] Opportunities to collaborate on implementing HQIM and implement standards	**[A 2.4.1] Prepare to Implement new High Quality Curriculum**	Tara Page, Kristin Powell,	05/12/2023		

aligned lessons. The district is planning to apply for the Math Implementation Network grant. The MIN grant will provide PK-12 math teachers the opportunity to work on the implementation of HQIM in mathematics and assure lessons are aligned to TN state standards. Additionally, support will be provided through the district math collaborative. Collaborative members will participate in three walkthroughs annually and work with the instructional supervisor on identified needs, instructional trends, and lesson implementation. **Benchmark Indicator** **Review of progress monitoring & benchmark data:** District- and building-level administrators will conduct at least three reviews of progress monitoring and benchmark data throughout the year. Data will be organized and shared with teachers during weekly PLC meetings. **Walkthroughs: **District math collaborative will participate in at least three instructional walkthroughs in all schools and grades K-12. The instructional supervisor, math coach, and building-level administrators will participate in monthly walkthroughs and use the IPG target instructional trends and standards alignment.	Teachers will be provided support in improving standards-aligned curriculum by having access to high quality material, be provided opportunities to plan with grade level teams, access to job embedded professional development, and opportunities to participate in modeled or coached lessons that are standards-aligned with the math coach.	Tammy Williams, Ben Duncan			
[S 2.5] Math Instructional Coach The district plans to hire a district-wide math instructional coach for grades K-12 for the 2022-2023 AY. The role of the instructional coach will be to work with the district math collaborative (composed of the instructional supervisor and K-12 math teachers) in identifying areas of improvement both in instructional strategies used in classrooms and math material. The coach will be instrumental in collecting data, sharing data with teachers in weekly PLCs, planning lesson implementation, developing professional development opportunities for math teachers, selecting a math curriculum for 23-24 implementation, and working with	**[A 2.5.1] Weekly PLCs** The math coach will meet with all Math teachers and they will participate in weekly/biweekly PLCs that will be driven by Professional Development. The PLCs will result in an increase of instructional content aligned to the rigor and depth of the math standards. The math coach will provide support and resources for the teachers to use to in their classroom to after analyzing data from benchmarks and state assessments.	Tammy Williams Tara Page	04/21/2023		

school-level admin in improving mathematical instruction in all grades. **Benchmark Indicator** **Teacher feedback & planning:** District math collaborative will meet quarterly (September, December, & March) with the math instructional coach and instructional supervisor to discuss effectiveness of suggested strategies, PLCs meetings, and overall feedback from other math teachers in their schools. Math collaborative is composed of 8 math teachers grades K-12 - 2 each from the 4 schools in the district. **Review of benchmark and progress monitoring data:** The instructional supervisor and instructional coaches will review benchmark and monitoring data after each administration - three times annually. Data will be collected, analyzed, and presented to school-level administrators and shared with teachers during PLC meetings. **Scheduling:** School schedules will be arranged to assure grade-level math teachers share common planning periods for grades K-8 and that all math teachers in grades 9-12 have a common planning period. The instructional supervisor will work with school-level administrators to assure common planning periods are in place and maintained. Schedules will be reviewed prior to each semester.					
	[A 2.5.2] Pacing guides Teachers and the math coach will develop pacing guides that will be entered into the Mastery Connect Benchmark program. After Benchmarks are given, these benchmarks will be aligned with the standards the teachers have taught during the 9 weeks.	Math teachers and Tammy Williams	08/31/2022		
	[A 2.5.3] Analyze data from Benchmarks The math coach will analyze the data from the benchmark for trends. They will develop a plan of	Tammy Williams	04/28/2023		

	action to address any deficits in standards. This data will drive math instruction and topics for PLCs.				
[S 2.6] Preparation for the implementation of new high quality instructional materials (HQIM): Vision, Purchase, Distribute, & Train The district will begin the process of adopting HQIM in mathematics in grades K-12 that will ensure all students have access to the resources and practices they need to be proficient. The process will begin in fall 22' and conclude in spring 23' with the distribution of materials and training of K-12 mathematics teachers. The adopted curriculum will be implemented K-12 in fall 2023. **Benchmark Indicator** **Teacher perceptions of high-quality materials, resources, and support:** Collected via survey during spring 2022. District instructional supervisor will be responsible for administering the online survey that will collect teacher efficacy with material, and impact of consistent feedback. **Leader Preparation:** School administrators/instructional coach will begin working with providing teacher feedback using the Instructional Practice Guide for mathematics. The instructional supervisor will discuss feedback during monthly check-ins with the district leadership team. District supervisors will also observe walkthroughs and discuss feedback at least two times a semester with each principal and the instructional coach. Feedback will be used to monitor support of materials and adjust training needs. The district hopes to collaborate with a vendor via the math implementation network throughout this process. **School structures:** Schools provide K-12 math teachers the opportunity to collaborate during weekly PLC meetings. The instructional supervisor will monitor implementation of schedules and planning times for consistency and quality.	**[A 2.6.1] TNDOE and NIET networking** Network with TNDOE and NIET to formulate a plan of implementation of HQIM in math. A team of teachers, administrators, and the math instructional coach will make a plan to research, adopt and implement a new math curriculum with the guidance of NIET and TNDOE.	Math teachers, Administrators, Instructional Coach	03/10/2023		

[G 3] College & Career Readiness: ACT College Readiness Benchmark

All students will be provided the opportunity to achieve "Ready Graduate" status and be prepared for success after high school by hitting the ACT college readiness benchmark.

Performance Measure

Percentage of students meeting the college readiness benchmark on the ACT by group:

All students: 42%

Students with Disablities: 8%

Economically disadvantaged: 25%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] ACT prep courses Implement ACT prep courses into the regular course offerings at the high school level. Specifically, develop an ACT course for 11th-grade SWD who will be taking the ACT assessment in spring 23'. The district has one high school. The high school will work with district leadership during the summer 22' to set expectations for how students will be prioritized, set student schedules, resources needed for the program, and frequency of progress monitoring. **Benchmark Indicator** **Scheduling: **The high school master schedule will be developed to include at least two sections of ACT prep for students. The instructional supervisor will monitor these schedules and conduct walkthroughs to assure that implemented goals are being met. **Data Review:** School - & district - level instructional teams will collect progress monitoring data at least 3 times throughout the year (all prior to March 23').	**[A 3.1.1] Success for all** NSE will strive to provide a quality education so that all students may reach their full potential. If students are proficient they will be ready to continue on the path to success. All previous action steps will increase the success of students on the ACT.	Teachers, Tara Page, Kristin Powell	05/12/2023		

[S 3.2] Data Collection	[A 3.2.1] Data Collection from RTI	Teachers,	05/19/2023		
Student data will be collected beginning in March of student's 10-grade year to monitor the percentage of students near or exceeding the ACT College Readiness Benchmark. Data will be used to set a baseline for students and identify students' needs and areas of proficiency. Data checkpoints will be collected 3 times per year beginning in August of students' 11th-grade year using a Pareto analysis through Analyze-Ed.	North Stewart will utilize the data collected from RTI to help close the achievement gap. By allowing for more small groups and one on one time for tutoring in tier II using interventionists, students identified as at risk from benchmarks and state assessments will be closely monitored. Teachers, interventionists, and coaches will use strategies that will target the students deficits and build on their strengths.	Anne Templon, Tammy Williams, Kristin Powell, Tara Page			

Benchmark Indicator
**Benchmark: **The CASE College Readiness Assessment will be administered to students in March of their 10th-grade year. The assessment will be administered online and student reports are received within 72 hours of test administration. The test will be administered to all 10th-grade students. Data will be collected and analyzed by the instructional supervisor, shared with building level administration, who will distribute the data to students, teachers, and the post-secondary advisor.

Schedule Structure: Using 10th-grade college readiness data, over the summer students will be selected by the school administration and the post-secondary advisor to enter an ACT Prep course for their 11th-grade year. Students not hitting the college readiness benchmark on the CASE assessment will be prioritized. Student schedules will be finalized by August.

**Progress Monitoring: **All 11th-grade students enrolled in an ACT prep course will be monitored three times annually (August, November, January) using Pareto analysis. The test will be scheduled by the building test coordinator and administered by the classroom teacher. Data from each administration will be collected and analyzed by the school instructional team and class teacher. Data will be used to guide instructional topics.

[G 4] Chronic of out of School Rate
In 2022-2023, decrease the chronic absentee rate among all students grades K-12. District chronically out of school rate increased to 22.8% in the 20-21 academic year. The goal is to decrease the district-wide chronic absentee rate to less than 10% in 2022-2023.

Performance Measure
The annual chronically out of school rate will be used as the performance measure:

All students: less than or equal to10%

ED Students: less than or equal to 15%

SWD: less than or equal to 12%

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Development Students in grades 6-12 had a higher rate of chronic absenteeism when compared to students in grades PK-5. One major contributor to improving students' attendance is creating a welcoming/safe environment and strengthening student/teacher relationships. To address this issue, all 6-12 staff members will participate in an intensive 2-day professional development with Capturing Kids' Hearts - a program designed to train teachers on how to improve their interactions with students and work towards enhancing the student experience. CKH has been shown to improve truancy rates and lower dropout rates. All PK-5 staff will participate in a one-day training with Centerstone on how to address students' needs and work towards keeping them in school. **Benchmark Indicator** **Data collection: **The district attendance supervisor and building teams will analyze attendance data monthly to identify students with five or more absences. Timely interventions will be put into place to decrease the chronic absenteeism rate.	**[A 4.1.1] Staff Training with Centerstone** All PK-5 staff will participate in a one-day training with Centerstone on how to address students' needs and work towards keeping them in school.	Guidance Counselor, Administrators	03/10/2023		

Regular Review of classroom environments: **School- and district leadership will partner with staff members from CKH and conduct two annual walkthroughs to evaluate the overall school culture and environment.					
[S 4.2] Interventions and supports Attendance data will be collected monthly and analyzed at monthly administrative team meetings to identify students who are attendance concerns. Each school will also have a Positive Behavior Support team made up of teachers and staff who will analyze data monthly. The PBS team will identify students who are attendance concerns and work to identify issues connected to the student's poor attendance. The PBS team will work with school counselors and administrators to implement interventions and supports to improve students' attendance. Once a student misses 5 days, they will be identified as a tier II attendance issue, and supports will be put in place to improve attendance. **Benchmark Indicator** **Data collection:** District supervisors and building teams will analyze attendance data monthly to identify students with five or more absences. Interventions will be put into place to decrease the chronic absenteeism rate.	**[A 4.2.1] PBS Attendance Rewards** The Positive Behavior Support Team will collect weekly data on student attendance. Each student present every day will have their names placed in the weekly "Be Here" drawing. The names will be announced every Friday during our morning meeting. The student will visit the PBS store to pick out their prize. One student per grade level will be chosen.	Christine Gillum, Tara Page, Kristin Powell	05/19/2023		
	[A 4.2.2] Positive Behavior Rewards To create a positive school climate and reduce the number of discipline referrals, the PBS team will do weekly drawings for student who follow the Trojan Trait "Be respectful, Be Responsible, Be prepared." Students who display these traits over the course of a month are invited to monthly parties. Classroom teachers have their own individual daily rewards. Good behavior is rewarded daily, weekly, and monthly.	PBS Team, Tara Page, Kristin Powell, Teachers	05/26/2023		

	Teachers follow the school wide behavior matrix to teach school rules for school wide consistency to reduce discipline referral and increase positive behavior.				
[S 4.3] Family liaison & Mental Health Cooperative ESSER 3.0 funds will be used to hire a family liaison for the 22-23 school year. The liaison will primarily work with middle and high school students and high at risk students at Dover Elementary. North Stewart elementary will have a school social worker housed in their school funded by CSH and a Mental Health Cooperative grant. The liaison will work with students on improving attendance and identifying the root causes of students' poor attendance - a proactive approach to addressing attendance issues through early identification. Additionally, the liaison will work with parents, students, and teachers on developing the best environment for each student and serve as a line of communication between stakeholders and meeting students' emotional needs. **Benchmark Indicator** **Data collection: **The district attendance supervisor and building teams will analyze attendance data monthly to identify students with five or more absences. Timely interventions will be put into place to decrease the chronic absenteeism rate. **Regular Review of classroom environments: **School- and district leadership will partner with staff members from CKH and conduct two annual walkthroughs to evaluate the overall school culture and environment.	**[A 4.3.1] Individual Student Attendance Plans** The PBS team will identify students with frequent absences through their monthly data collection. This information will be shared with the guidance counselor and administrators to refer the students to the correct agency. A team will formed that includes the agency, administration, counselor, and parents to investigate the reasons behind the absences. An individualized plan will then be formed to meet the student's needs to eliminate further unnecessary, unexcused absences.	Guidance Counselor, Principal, PBS team	05/19/2023		