

Bridgeforth Middle School Annual Plan (2021 - 2022)

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**[G 1] Increased Academic Achievement: Mathematics**

For 2021-22 school year, Bridgeforth Middle School will focus on supporting mathematics improvements across all grade bands and deepening teachers' understanding of the three math instructional shifts in order to:(1) achieve a level 3 TVAAS score or higher in numeracy,(2) achieve 3 points or higher with the accountability framework by meeting our district math AMO target or absolute performance pathway for all students,(3) achieve 3 points or higher with the accountability framework by meeting our district math AMO targets or absolute performance pathways for all student groups (BHN, ED, SWD, and EL).

**Performance Measure**

Increase the percentage of students who are On-Track or Mastered from 39.7% to 43.0% on TNReady for grades 6-8 Math in 2022.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standards-aligned core instruction</b> Align evidence-based curriculum, instruction, and assessment with the state's rigorous academic content standards and testing blueprints. Bridgeforth Middle School will focus on deconstructing math standards, refining pacing guides (aligned to TNReady blueprints), and creating common formative assessments aligned to the rigor and depth of the state standards to ensure that all students have access to the resources and practices they need to be proficient. Year at a Glance documents will be created.</p> <p><b>Benchmark Indicator</b> Evidence of standards and testing blueprint alignment in math pacing guides (revise in May; check two times per year)Teacher survey data of effectiveness of professional development offerings (evaluate after each PD offering)Improved results on common formative assessments (given monthly) and CASE benchmark assessments (given two times throughout the year); Schoolnet assessment resources will be incorporated into CFAs via the Mastery Connect platformImproved</p>	<p><b>[A 1.1.1] Instructional checks</b> Administrators will check weekly lesson plans (on-going) in order to ensure that lessons align the standards analysis and testing blueprints to ensure rigorous standards aligned instruction. Analyze our strengths and weaknesses and break down our CASE data and our PAN data in our PLC's. Our teachers receive copies of their standards analysis reports so they may self evaluate and collaborate.</p>	<p>Lori Herd and Mark Cardin</p>	<p>05/27/2022</p>		

<p>results on student-level, teacher-level, and grade-level data trackers indicating progress towards achievement goals (evaluate monthly in PLCs)Evidence of teachers making data-driven decisions through PLC conversations (evaluate in twice monthly PLCs)Improved data from instructional walkthroughs (2-4 per semester) as well as administrative informal and formal classroom visits.</p>					
	<p><b>[A 1.1.2] After School Tutoring</b> Bridgeforth will employ an intensive after-school-tutoring program. This program will serve identified priority students in the area of Math. Tutoring will provide defined and targeted skill support utilizing high quality instructional materials with weekly monitoring of progress. Priority students are identified using most recent 2020-2021 state assessment data and 2021-2022 benchmark data. Tutoring will take place 1 hour per day, 4 days a week.</p>	Math teachers	05/27/2022	ESSER 3.0	
<p><b>[S 1.2] Teacher Training and Development</b> Bridgeforth will focus their efforts on training and developing math teachers. School teacher leaders will hold bi-monthly PLC's and provide ongoing support to teachers as they implement instructional materials, with a focus on building teacher capacity. Job-embedded professional development and collaborative planning time will be provided for math teachers to improve their instructional rigor and knowledge of the TN academic standards.</p> <p><b>Benchmark Indicator</b> Evidence of job embedded professional development at the school level through the use of math teacher leaders (monthly), coaching by school or district leaders (ongoing), and/or the utilization of the district instructional technology facilitator. Evidence of improvement in instructional practices for mathematics as indicated through</p>	<p><b>[A 1.2.1] PLC collaboration</b> Math teachers will work in PLCs with other math teachers across the district to improve their rigor and knowledge of the standards. Within the building, our math teachers have vertical and horizontal grade level PLCs to ensure that every student is receiving a consistent, rigorous math education at Bridgeoforth Middle School. Bi-monthly CFAs and a series of benchmark tests will be used in math to track student performance. The data from those assessments will be evaluated at PLC meetings.</p>	Lori Herd, Mark Cardin, Teacher Leader - Dorothy Groover, Connie Benson, Kelly Glover, Karen Davis, and Robin Neely	05/27/2022	Differentiated Pay	

<p>Project COACH observations/feedback conversations (4-8 times annually per teacher), instructional walkthroughs using the the TN Math Learning Walk Tool (quarterly), and PLC summary reports (twice monthly)Evidence of curriculum implementation with fidelity as indicated through Project COACH observations/feedback conversations (4-8 times annually per teacher), instructional walkthroughs using the the TN Math Learning Walk Tool (quarterly), and PLC conversations (twice monthly)Purposeful collaborative planning as evidenced in school schedules, PLC agendas, and professional development offeringsTeacher survey data of effectiveness of professional development offerings (evaluated after each PD offering)Improved student outcomes on local common formative assessments (monthly) and CASE Benchmark Assessments (given two times throughout the year)Increased number of students performing On-Track and Mastered on TNReady and CASE Benchmark Assessments (evaluated after each assessment)Improved TVAAS Level of Effectiveness scores (annually when released)</p>					
<p><b>[S 1.3] Accessibility and Utilization of Instructional Technology and Materials for Mathematics</b>          Bridgeforth Middle School will increase teacher and student access to technology tools and equipment in grades 6-8 to ensure that all stakeholders are equipped with the resources needed for mathematics success. Math teachers and instructional leaders will receive on-going professional development and job-embedded professional learning to support them in the utilization of instructional technology to enhance student learning outcomes and increase the effectiveness of teaching practices that will lead to math proficiency. Teachers will focus on utilizing</p>	<p><b>[A 1.3.1] Additional instructional materials</b>          The administration at BMS constantly monitors teacher feedback to ensure that every teacher has the resources needed to provide every student at BMS with the best education possible. BMS will supplement instructional materials based on student performance and faculty feedback. All classroom teachers will receive upgraded smart boards.</p>	<p>Lori Herd</p>	<p>05/27/2022</p>	<p>ESSER 2.0          Title I</p>	

<p>high quality instructional materials to assist with teaching and learning mathematics targeting both standards and skills.</p> <p><b>Benchmark Indicator</b>  Improvement in math CASE Benchmark Assessment scores (given twice annually), as well as other forms of ongoing formative assessments (grade-level common formative assessments, aimswebPlus benchmark assessments and progress monitoring, etc.)Evidence of effective instructional delivery utilizing technology through weekly instructional walkthroughs, on-going follow-up coaching conversations with school administrators and district instructional technology facilitator, and PLC summary reports (twice monthly)Increased teacher and student access to technology tools and equipment for math through instructional technology needs assessments (surveyed twice throughout the year) and inventory listsIncreased collaborative planning times (as evidenced in master schedules and PLC agendas) focused on effective implementation of instructional technology to enhance student learning outcomes and experiences (weekly)Teacher perception surveys and feedback on professional development offerings and job-embedded support related to instructional technology</p>					
<p><b>[S 1.4] Direct math interventions through the RTI process</b>  Through the RTI2 process, Bridgeforth Middle School will provide explicit research-based academic interventions and other focused supplemental supports to improve achievement and close gaps in mathematics. BMS will also Learning Loss Bridge Camp to students in grades 6 through 8 to assist with learning loss remediation and student acceleration in mathematics.</p>	<p><b>[A 1.4.1] Increased math achievement as a result of focused instruction in RTI</b>  Every student at BMS attends a 45 minute RTI class during our 6th period. This period is dedicated solely to RTI interventions and improving test taking strategies. No core class time is lost for RTI intervention. Tier 2 and 3 classes focus on improving fundamental math skills as well as addressing individual student needs. Student needs and weaknesses are determined by data</p>	<p>Lori Herd, Mark Cardin, Lisa Bevill, and teachers</p>	<p>05/27/2022</p>	<p>Title 1</p>	

<p><b>Benchmark Indicator</b></p> <p>Decrease in the percentage of students receiving Tier II &amp; Tier III instruction as evidenced by data collected on the Fall, Winter, and Spring aimswebPlus benchmark assessments  Increase in composite results on the Fall, Winter, and Spring aimswebPlus benchmark assessments  Increase in fluency and concepts and applications results on the Fall, Winter, and Spring benchmark assessments  Effective implementation of the RTI2 process as evidenced through fidelity checks conducted at the frequency outlined in the state's RTI manual (Tier II- 3; Tier III- 5). These checks will focus on the content and delivery of interventions as well as student specific responses to the interventions being provided.  Evidence of teachers making data-driven decisions through conversations during RTI meetings (meet a minimum of every 4.5 weeks).</p>	<p>from aimswebPlus testing, past TNReady data and classroom assessments.</p>				
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**[G 2] Increased Academic Achievement: English Language Arts**

For 2021-22 school year, Bridgeforth Middle School will focus on supporting literacy improvements across all grade bands and deepening teachers' understanding of the three ELA instructional shifts in order to:(1) achieve a level 3 TVAAS score or higher in literacy,(2) achieve 3 points or higher with the accountability framework by meeting our district ELA AMO target or absolute performance pathway for all students,(3) achieve 3 points or higher with the accountability framework by meeting our district ELA AMO targets or absolute performance pathways for all student groups (BHN, ED, SWD, and EL).Through the use of high quality instructional materials, Bridgeforth will see an increased performance in ELA in grades 6-8.

**Performance Measure**

Increase the percentage of students who are On-Track or Mastered from 29.8% to 33.0% on TNReady for grades 6-8 ELA in 2022.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standards-Aligned Core Instruction</b></p> <p>Bridgeforth Middle School will implement adopted high-quality instructional materials aligned to the state's rigorous academic content standards with fidelity. Teachers will focus their instructional practices on the following:Ensuring a majority of the lesson is spent reading, writing, speaking, or</p>	<p><b>[A 2.1.1] Instructional Checks</b></p> <p>Administrators will check weekly lesson plans in order to confirm that lessons are aligned to the standards analysis and testing blueprints to ensure rigorous instruction using high quality teaching materials. Administrators will participate in PLC's to discuss progress towards addressing the red</p>	<p>Lori Herd and Mark Cardin</p>	<p>05/27/2022</p>		

<p>listening about text that is at or above the expected complexity level for the grade level Ensuring that text is utilized to develop knowledge that is worthy of students' time Employing questions and tasks, both oral and written, that reflect the depth of textual analysis required by grade-level standards, integrate those standards in service of building knowledge, and accurately address the analytical thinking required by the grade-level standards Providing all students with opportunities to engage in the work of the lesson Holding students responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing School leaders will provide ongoing support to teachers as they implement new curricula, with a focus on best practices for literacy instruction. Bridgeforth will focus on deconstructing ELA standards, refining pacing guides aligned TNReady blueprints, and creating common formative assessments aligned to the rigor and depth of the state standards to ensure that all students have access to the resources and practices they need to be proficient.</p> <p><b>Benchmark Indicator</b>  Evidence of curriculum fidelity through PLC conversations (evaluate in twice monthly PLCs) and instructional walkthroughs (2-4 per semester) using the Tennessee Instructional Practice Guide (TN IPG) Evidence of student engagement throughout the literacy block through instructional walkthroughs (2-4 per semester) Evidence of the effective use of questions and tasks through instructional walkthroughs using the TN IPG (2-4 per semester) Evidence of high quality tasks through analysis of student work during PLC meetings (evaluate in twice monthly PLCs) Evidence of opportunities for student engagement through instructional walkthroughs using the TN IPG (2-4 per semester) Evidence of</p>	<p>standards with the focus of increasing student achievement.</p>				
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<p>standards and testing blueprint alignment in ELA pacing guides (reevaluate in May; check two additional times throughout the year) and lesson plans (monitored weekly)Teacher survey data of effectiveness of professional development offerings (evaluate after each PD offering)Improved results on common formative assessments (given monthly), cumulative tasks, and CASE benchmark assessments (given two times throughout the year), Schoolnet assessment resources will be incorporated into CFAs via the Mastery Connect platformImproved results on student-level, teacher-level, and grade-level data trackers indicating progress towards achievement goals (evaluate in twice monthly PLCs)Evidence of teachers making data-driven decisions through PLC conversations (evaluate in twice monthly PLCs)Improved data from instructional walkthroughs (2-4 per semester) and administrative informal/formal classroom visits.</p>					
	<p><b>[A 2.1.2] After School Tutoring</b> Bridgeforth will employ an intensive after-school-tutoring program. This program will serve identified priority students in the area of ELA. Tutoring will provide defined &amp; targeted skill support utilizing high quality instructional materials with weekly monitoring of progress. Priority students are identified using most recent 2020-2021 state assessment data and 2021-2022 benchmark data. Tutoring will take place 1 hour per day, 4 days a week.</p>	<p>ELA teachers</p>	<p>05/27/2022</p>	<p>ESSER 3.0</p>	
<p><b>[S 2.2] Teacher Training &amp; Development</b> Bridgeforth Middle School will focus their efforts on training and developing ELA teachers. District and school leaders will provide ongoing support to teachers as they implement new high quality instructional materials, with a focus on best practices for literacy instruction and building teacher capacity to understand how to translate</p>	<p><b>[A 2.2.1] PLC Collaboaration</b> Bridgeforth Middle School ELA teachers will work in PLC's in their school and district to collaborate and create rigorous lessons aligned with state standards. They continue to implement C3WP (College, Career, and Community Writers Program) strategies in their classrooms. This enables all</p>	<p>Lori Herd, Mark Cardin, ELA Teacher Leader - Tracy Eubank, and ELA teachers</p>	<p>05/27/2022</p>	<p>Differentiated Pay</p>	

<p>materials into effective classroom practice. Job-embedded professional development and collaborative planning time will be provided for ELA teachers to improve their instructional rigor and knowledge of the TN academic standards.</p> <p><b>Benchmark Indicator</b>  Increased collaborative planning times centered around the implementation of high quality instructional materials with fidelity (as indicated through master schedules) Evidence of improvement in instructional practices for literacy as indicated through Project COACH observations/feedback conversations (2-4 per semester) instructional walkthroughs using the the TN Instructional Practice Guide, and PLC summary reports.Evidence of curriculum fidelity through instructional walkthroughs (2-4 per semester) and PLC conversations (twice monthly)Evidence of curriculum implementation with fidelity as indicated through Project COACH observations/feedback conversations (4-8 times annually per teacher), instructional walkthroughs using the the TN Instructional Practice Guide (2-4 per semester) and used to coach teachers on planning, Project COACH observations, and feedback), and PLC conversations.Teacher survey data of effectiveness of professional development offerings (evaluated after each PD offering)Improved student outcomes on local common formative assessments (monthly), cumulative tasks, and CASE Benchmark Assessments (given two times throughout the year)Increased number of students performing On-Track and Mastered on TNReady and CASE Benchmark Assessments (data evaluated after each assessment)Improved TVAAS Level of Effectiveness scores (annually when released)</p>	<p>teachers to be consistent for the instruction of writing to increase writing scores</p>				
<p><b>[S 2.3] Accessibility and Utilization of Instructional Technology for English Language</b></p>	<p><b>[A 2.3.1] High Quality Instructional Materials</b>  ELA teachers will utilize a variety of data points to</p>	<p>Lori Herd,  Mark Cardin,</p>	<p>05/27/2022</p>	<p>Differentiated  Pay</p>	



<p><b>Arts</b>          Bridgeforth Middle School will increase teacher and student access to technology tools and equipment in grades 6-8 to ensure that all stakeholders are equipped with the resources needed for literacy success. ELA teachers and instructional leaders will receive on-going professional development and job-embedded professional learning to support them in the utilization of instructional technology to enhance student learning outcomes and increase the effectiveness of teaching practices that will lead to literacy proficiency.</p> <p><b>Benchmark Indicator</b>          Evidence of effective instructional delivery utilizing technology through instructional walkthroughs (2-4 per semester), follow-up coaching conversations with school administrators, and PLC summary reports Increased teacher and student access to technology tools and equipment for English Language Arts through instructional technology needs assessments and inventory lists Increased collaborative planning times (as evidenced in master schedules and PLC agendas) focused on effective implementation of instructional technology to enhance student learning outcomes and experiences (twice monthly) Teacher perception surveys and feedback on professional development offerings and job-embedded support related to instructional technology (evaluated after each PD offering) Improvement in English Language Arts CASE Benchmark Assessment scores (given two times throughout the year), as well as other forms of formative assessments (grade-level common formative assessments (monthly), aimswebPlus benchmark assessments (given three times throughout the year) and progress monitoring, etc.</p>	<p>identify skill deficits and gaps based on interim assessments, CASE benchmarks, and aimswebPlus. Teachers will continue to use Amplify and the many programs incorporated with the high quality instructional material such as; the Vocab app, Quill, Close Reading, and Interim Assessments.</p>	<p>ELA Teacher Leader - Tracy Eubank, Tracy Wallace, Breeanna Lomax, Samantha Wisner, Nicole White, and Lisa Bevell</p>			
<p><b>[S 2.4] Direct ELA Interventions Through the RTI Process</b></p>	<p><b>[A 2.4.1] Direct ELA interventions through the RTI process</b></p>	<p>Lori Herd, Mark Cardin,</p>	<p>05/27/2022</p>		

<p>Through the RTI2 process, Bridgeforth Middle School will provide explicit research-based academic interventions and other focused supplemental supports to improve achievement and close gaps in English Language Arts. To assist with learning loss remediation and student acceleration in English Language Arts, Bridgeforth will provide a Learning Loss Bridge Camp offered to students in grades 5-7 (rising 6-8) in the Summer of 2022.</p> <p><b>Benchmark Indicator</b>  Decrease in the percentage of students receiving Tier II and Tier III instruction (as evidenced by aimswebPlus benchmark assessment scores given three times throughout the year). Increase in the results for basic reading skills, reading fluency, reading comprehension, and written expression on the aimswebPlus benchmark assessments (given three times throughout the year) Effective implementation of the RTI2 process as evidenced through fidelity checks conducted at the frequency outlined in the state's RTI manual (Tier II- 3; Tier III- 5). These checks will focus on the content and delivery of interventions as well as student specific responses to the interventions being provided) Evidence of teachers making data-driven decisions through conversations during RTI meetings (meet a minimum of every 4.5 weeks)</p>	<p>Every student at BMS attends a 45 minute RTI class during our 6th period. This period is dedicated solely to RTI interventions and improving test taking strategies. No core class time is lost for RTI intervention. Tier 2 and 3 classes focus on improving fundamental ELA skills as well as addressing individual student needs. Student needs and weaknesses are determined by data from aimswebPlus testing, past TNReady data, CASE benchmark data, and classroom assessments.</p>	<p>Lisa Bevill, and teachers</p>			
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**[G 3] Improve School Attendance Rates**  
For 2021-2022 school year, Bridgeforth Middle School will decrease the percent of chronic absenteeism by 3% and increase the overall attendance rate by 9%.

**Performance Measure**  
Bridgeforth Middle School's chronic absenteeism percentage will decrease from 8.58% to 5.58% by May 2022 as evidenced by end of the year reporting. Bridgeforth will increase the overall attendance rate from 81.16% to 90% by May 2022 as evidenced by the end of the year reporting.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 3.1] Fully Implement the GCBOE Progressive Truancy Intervention Plan</b>          Bridgeforth Middle School will follow the progressive truancy intervention plan with the intent of keeping parents well informed of their child's attendance issues while increasing attendance averages, and lowering the total number of chronically truant students. The goal is to create a team that includes the student, parents, teachers, and administrators that are working toward improving student attendance. (Attendance Review Team)</p> <p><b>Benchmark Indicator</b>          As a measure, every two weeks an attendance report will be run on Synergy to evaluate attendance trends. Appropriate letters will be sent, meetings will be held in correlation with the Giles County Board of Education's Progressive Truancy Intervention protocols. Improved attendance percentages and decreased number of excessive absences will be the primary indicators for measuring this strategy.</p>	<p><b>[A 3.1.1] Learn and utilize the numerous resources provided by our Student information System</b>          There are a variety of reports that can be generated in Synergy that allow administration to better track student attendance patterns. The system also generates a range of attendance letters used to keep parents up to date on their students. Bridgeforth administration plans on taking full advantage of these resources during the 2021-22 school year.</p>	<p>Lori Herd,          Mark Cardin,          Lesa Edde,          Kacey Scoggins, and          Theresa Gregory</p>	<p>05/27/2022</p>		
	<p><b>[A 3.1.2] Central Office and Legal Support</b>          When attendance falls into the truant category, Bridgeforth administration plans to work in conjunction with Tommy Hunter, the Giles County attendance supervisor, as well as, our local court system to ensure that students and parents fully understand the importance of regular school attendance. Beyond it being the law, there are countless benefits to attending school on a regular basis.</p>	<p>Lori Herd,          Mark Cardin,          Lesa Edde,          Kasey Scoggins,          Tommy Hunter</p>	<p>05/27/2022</p>		
<p><b>[S 3.2] Positive Incentives</b>          Bridgeforth Middle School plans to promote the benefits of attending school on a regular basis. The goal is to establish positive reinforcements for those students that have exceptional attendance or</p>	<p><b>[A 3.2.1] Prizes and Rewards</b>          Bridgeforth Middle School plans to offer incentives for students and groups that meet attendance goals. Incentives will include community donations</p>	<p>Lori Herd,          Mark Cardin,          Lesa Edde,          Kayce Scoggins, and</p>	<p>05/27/2022</p>	<p>Title I</p>	

<p>improve on past attendance patterns. Individual, grade level and school wide goals will be established with rewards offered for those meeting the goals. Rewards will range from recognition on the intercom to prizes and rewards for those with exemplary attendance. Our motto is, "Attend today, achieve tomorrow."</p> <p><b>Benchmark Indicator</b> Attendance reports will be generated at the mid point of each nine weeks and at the end of the nine weeks. The Attendance Review Team will analyze the reports and reward those students that maintain good attendance and recognize those that improve their attendance.</p>	<p>as well as other motivational items to motivate students and increase student attendance.</p>	<p>Theresa Gregory</p>			
	<p><b>[A 3.2.2] Positive Propaganda</b> Bridgeforth Middle School will use our TVs in the cafeteria to display celebrations, positive messages and goals for academics, attendance, and discipline. We will use our social media sites and school website to promote those students and groups that are excelling in academics, attendance and behavior. Those students with exemplary attendance will be recognized at our end of the year Awards Day.</p>	<p>Lori Herd, Mark Cardin, Lesa Edde, Kasey Scoggins</p>	<p>05/27/2022</p>		
<p><b>[S 3.3] Decrease truancy and poor academic issues related to discipline</b> Bridgeforth Middle School currently does not have a designated ISS teacher or classroom. Due to this, our repeat offenders and mid range discipline issues face possible out of school suspension as a punishment. The goal is to create an ISS room with a designated ISS facilitator to, not only keep more of our disciplinary actions in house, but also provide a more structured and focused environment for students to correct their misbehavior patterns while also concentrating on their academic growth. In an effort to combat the negative impact created by poor attendance, our</p>	<p><b>[A 3.3.1] Establish norms and expectations for ISS</b> The purpose of this action step is to evaluate discipline practices, student needs and goals for a potential ISS room. This process will include identifying the most common violations we deal with with a focus on the ones that lead to the most missed instructional time. This will be done by evaluating discipline and attendance data, as well as, getting input from students and teachers about how they think the ISS room can best serve our struggling students. Using that information, we will establish when ISS will and can be used as a productive way to keep a student academically on</p>	<p>Lori Herd, Mark Cardin</p>	<p>10/29/2021</p>		

<p>goal is for our ISS classroom to offer a structured, yet nurturing environment for socio-emotionally struggling students to receive the small group interventions needed to remain on track with their peers.</p> <p><b>Benchmark Indicator</b> A full evaluation of attendance, discipline and academic data will be used to evaluate the overall productivity of the ISS room. We will compare 2021-22 data to the two previous years to ensure we are getting a full picture of how successful our ISS program has been. Specific areas of focus will be: chronically truant student totals for each year, overall attendance average for each year, number of out of school suspensions for each year, achievement percentages on TNReady tests per subject/grade for each year, growth level on TNReady tests per subject/grade for each year, number of failing grades for semester 1 and semester 2 within each grade/subject area per year</p>	<p>track while also correcting the misbehavior with minimal lost class time.</p>				
	<p><b>[A 3.3.2] Create an ISS room</b> This step will include creating a designated room that is close to the office, yet out of the main flow of traffic with the purpose of providing a structured learning environment with minimal distractions and ease of access to restrooms and the cafeteria. The next step would be to set up the classroom with furniture and learning resources to create a safe, positive learning environment.</p>	<p>Lori Herd, Mark Cardin</p>	<p>11/30/2021</p>		
	<p><b>[A 3.3.3] Hire an ISS teacher</b> The success of our ISS program will depend heavily on the person we hire as the ISS teacher. Our goal is to seek out a highly structured person that is capable of maintaining control of a classroom, while also demonstrating an ability to mentor, tutor, guide and assist struggling students as they work towards increasing their academic</p>	<p>Lori Herd, Mark Cardin</p>	<p>11/30/2021</p>		

	performance and reducing the instances of misbehavior.				
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