

Overton High Annual Plan (2021 - 2022)

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[G 1] Reading/Language Arts

School will improve on-track plus mastered from 23.8% in 2020 - 2021 to 26.8% or higher in 2021 - 2022 on ELA District Benchmark Assessments.

Performance Measure

TN Ready Assessment District Formative Assessment: 70% on track/mastery

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide access to a rigorous reading/language arts curriculum through quality core instruction that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Benchmark Indicator Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Walkthrough data will be monitored for 80% standard aligned core instructional implementation. TEM Rubric formal Observation data will be monitored for 80% or higher of all teachers to score Level 3 or higher on each observation, one or two per semester. Monitoring of data will indicate the</p>	<p>[A 1.1.1] Support a rich learning environment for students Secure equipment, materials, supplies, and support to enhance classroom instruction.</p>	<p>Shannon L. Marszalek, Sheryl Myers</p>	<p>05/27/2022</p>		

educators delivery of standard aligned lessons to the TN Standards.					
	<p>[A 1.1.2] Provide instructional support via Instructional Facilitator Instructional Facilitator will provide instructional support by coordinating new teacher mentoring and new to school on-boarding; serving on the Instructional Leadership Team (ILT); coordinating school ACT Prep efforts; serving as school AP Coordinator and Honors Liaison; serving as Social Studies Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams; Michalyn Easter Thomas	05/27/2022		
	<p>[A 1.1.3] Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads. Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities. Continue school assignment of teacher observations with Admin Content Lead areas of expertise so that observers can provide rich, targeted feedback for teacher growth.</p>	Reginald Williams; ILD	05/27/2022		
	<p>[A 1.1.4] Continue weekly collaborative planning and weekly PLC work. Redesign weekly collaborative planning to add monitoring by Admin Content Lead and use of Educational Epiphany's PLC Planning Guide to reinforce shift to standards-aligned instruction. Redesign weekly Professional Learning Community (PLC) work to include opportunities for on-track plus mastery data monitoring. Continue student work analysis (based on Leverage Leadership 2.0 model) and quarterly Common Formative Assessment (CFA) student data analysis; both practices focus on identifying student</p>	Stephani Boyd; Shannon L. Marszalek	05/27/2022		

	<p>areas of need and designing reteaching opportunities to improve student academic achievement. Continue weekly collaborative planning and weekly PLC work with DEC inclusion teachers and ESL push-in teachers.</p>				
<p>[S 1.2] Professional Development Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.</p> <p>Benchmark Indicator Classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the Instructional Leadership Team (ILT) with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. Instructional Leadership Team (ILT) meetings are conducted twice each month to ensure support of content lead teachers, PLC Coach, Instructional Facilitator, and administrators with feedback and targeted training that will result in more effective daily instructional practices to be observed in ILT Learning Walks. TEM Rubric data will be monitored through the district's PD management system (PLZ) for 80% or higher of all teachers will score Level 3 or higher on each observation indicating standard aligned core instructional implementation with fidelity at one to two per teacher per semester in order to provide individualized professional learning support.</p>	<p>[A 1.2.1] Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction. Secure equipment, materials, supplies, and support to enhance classroom instruction for individual teachers, content area teams, and whole school faculty and staff, especially for support of high need student subgroups (ED, EL, SWD).</p>	<p>Shannon L. Marszalek; Michalyn Easter Thomas; Academic Zone Support</p>	<p>05/27/2022</p>		

	<p>[A 1.2.2] Provide professional development delivery and support via PLC Coach. PLC Coach will provide professional development delivery and support by coordinating, facilitating, and conducting weekly content area Professional Learning Communities (PLC); coordinating and serving on the Instructional Leadership Team (ILT); coordinating and leading District and ILT professional learning opportunities; serving as ELA and ESL Admin Content Lead/Co-Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Shannon L. Marszalek	05/27/2022		
	<p>[A 1.2.3] Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL). Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities.</p>	Reginald Williams; ILD	04/20/2022		
	<p>[A 1.2.4] Provide Opportunities for parent engagement and training (FACE). Provide monthly opportunities for parents to engage in their students' education via informational sessions and trainings on how to support literacy attainment, student achievement and growth on ELA assessments, and student achievement and growth on WIDA assessments, especially for high need student subgroups (ED, EL, SWD). Send at least two parents to serve as District Parent Ambassadors to inform and involve parents on important topics: school readiness, curriculum, high school readiness, college prep, safe schools, and attendance.</p>	Reginald Williams; Stephani Boyd; Shannon L. Marszalek	02/02/2022		

<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approach to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Progress monitoring data review of students' performance in targeted intervention (RTI/DEC - IEP/ESL - ILP/504 Plan/Tutoring Logs Progress Monitoring) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 1.3.1] Offer RTI A Tier II and Tier III courses during the instructional day. Students will complete an entire cycle of progress monitoring and support using Illuminate/Fast Bridge and Edgenuity My Path Reading (9-12).</p>	<p>Pamela McKinley; Ryan Sisung</p>	<p>05/27/2022</p>		
	<p>[A 1.3.2] Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC intervention to determine eligibility during the instructional day. Students will complete an entire cycle of progress monitoring and support using Illuminate/Fast bridge and Edgenuity My Path Reading (9-12) to address targeted skill deficits and eligibility in reading during intervention. Students will receive targeted support for skill deficits through learning labs where students and teachers will track student growth and progress.</p>	<p>Pamela McKinley; Lue Newberry; Deborah Pruet; Yaminah Rossell; Willie Steward</p>	<p>05/27/2022</p>		
	<p>[A 1.3.3] Offer ESL courses by WIDA ability level and ELD courses for additional language development during the instructional day. ESL courses will be offered by grade and ability level for all eligible EL students. Additionally, school will offer ELD courses which provide an additional support period for especially vulnerable EL</p>	<p>Shannon L. Marszalek; Pamela McKinley; Cassandra Morgan; Lionel Cortez; Ryan</p>	<p>05/27/2022</p>		

	populations: WIDA 1.0 - 3.4; lowest 15% according to Illuminate/Fast Bridge; within first two calendar years of entry into the US. Students who scored in the advanced range on WIDA will receive additional services through push-in support.	Littman; Michael Scharff; Courtney Merriweather			
	[A 1.3.4] Provide weekly no cost tutoring for all content areas outside of the instructional day. All teachers will offer at least forty-five minutes of tutoring outside of the instructional day weekly to provide additional support to students so that he/she can attain content mastery.	Shannon L. Marszalek	05/27/2022		
	[A 1.3.5] Continue WIDA-specific prep in all ESL and ELD courses. Teachers will continue WIDA-specific prep around the four domains (reading, writing, speaking, and listening) as well as the different performance levels (1.0 - 6.0). Additionally, teachers will incorporate as many opportunities to practice with the assessment platform as possible.	Shannon L. Marszalek; Cassandra Morgan; Lionel Cortez; Ryan Littman; Michael Scharff; Courtney Merriweather	02/02/2022		
	[A 1.3.6] Continue DEC inclusion co-teaching in English. DEC inclusion co-teachers will work collaboratively with ELA content teachers to design and deliver appropriate scaffolds and accommodations for SWD.	Pamela McKinley; Kerah Jones; Willie Steward	05/27/2022		
	[A 1.3.7] ESL push-in co-teaching in ELA classes. ESL push-in co-teachers will work collaboratively with ELA content teachers to design and deliver appropriate scaffolds and accommodations for EL students.	Shannon L. Marszalek; Pamela McKinley; Arelene Braddock; Lionel Cortez	05/27/2022		

[G 2] Mathematics

Overton High School will improve on-track plus mastered from 3.1% in 2020 - 2021 to 6.1% or higher in 2021 - 2022.

Performance Measure					
TN Ready Assessment District Formative Assessment (Mastery Connect) - 70% on track/mastery for all students grades K - 12					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the ILT with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Walkthrough data will be monitored for 80% standard aligned core instructional implementation. TEM Rubric formal Observation data will be monitored for 80% or higher of all teachers to score Level 3 or higher on each observation, one or two per semester. Monitoring of data will indicate the educators delivery of standard aligned lessons to the TN Standards.</p>	<p>[A 2.1.1] Support a rich learning environment for students. Secure equipment, materials, supplies, and support to enhance classroom instruction.</p>	Shannon L. Marszalek; Sheryl Myers	12/17/2021		
	<p>[A 2.1.2] Provide instructional support via Instructional Facilitator Instructional Facilitator will provide instructional</p>	Reginald Williams;	05/27/2022		

	<p>support by coordinating new teacher mentoring and new to school on-boarding; serving on the Instructional Leadership Team (ILT); coordinating school ACT Prep efforts; serving as school AP Coordinator and Honors Liaison; serving as Social Studies Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	<p>Michalyn Easter Thomas</p>			
	<p>[A 2.1.3] Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads. Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities. Continue school assignment of teacher observations with Admin Content Lead areas of expertise so that observers can provide rich, targeted feedback for teacher growth.</p>	<p>Reginald Williams; ILD</p>	<p>05/27/2022</p>		
	<p>[A 2.1.4] Continue weekly collaborative planning and weekly PLC work. Weekly collaborative planning will continue to be monitored by Admin Content Lead and use of Educational Epiphany's PLC Planning Guide to reinforce shift to standards-aligned instruction. Redesign weekly Professional Learning Community (PLC) work to include opportunities for increased data tracking with feedback. Continue student work analysis (based on Leverage Leadership 2.0) and twice quarterly Common Formative Assessment (CFA) student data analysis; both practices focus on identifying student areas of need and designing reteaching opportunities to improve student academic achievement. Continue weekly collaborative planning and weekly PLC work with DEC inclusion teachers and ESL push in teachers.</p>	<p>Stephani Boyd; Shannon L. Marszalek</p>	<p>05/27/2022</p>		

	<p>[A 2.1.5] Provide instructional support via Assistant Principal</p> <p>Assistant Principal will provide instructional support by serving as Mathematics and DEC Admin Content Lead; assisting with ESL Admin Content Lead; serving on the Instructional Leadership Team (ILT); coordinating substitute teachers; monitoring student attendance; conducting formal and informal teacher observations; individual teacher instructional coaching sessions; and school-wide Professional Development on Differentiation, Blended Learning, and UDL.</p>	<p>Reginald Williams; Pamela McKinley</p>	<p>05/30/2022</p>		
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator</p> <p>Classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the Instructional Leadership Team (ILT) with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. Instructional Leadership Team (ILT) meetings are conducted twice each month to ensure support of content lead teachers, PLC Coach, Instructional Facilitator, and administrators with feedback and targeted training that will result in more effective daily instructional practices to be observed in ILT Learning Walks. TEM Rubric data will be monitored through the district's PD management system (PLZ) for 80% or higher of all teachers will score Level 3 or higher on each observation indicating standard</p>	<p>[A 2.2.1] Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.</p> <p>Secure equipment, materials, supplies, and support to enhance classroom instruction for individual teachers, content area teams, and whole school faculty and staff, especially for support of high need student subgroups (ED, EL, SWD).</p>	<p>Shannon L. Marszalek; Michalyn Easter Thomas; Academic Support</p>	<p>05/27/2022</p>		

aligned core instructional implementation with fidelity at one to two per teacher per semester in order to provide individualized professional learning support.					
	<p>[A 2.2.2] Provide professional development delivery and support via PLC Coach PLC Coach will provide professional development delivery and support by coordinating, facilitating, and conducting weekly content area Professional Learning Communities (PLC); coordinating and serving on the Instructional Leadership Team (ILT); coordinating and leading District and ILT professional learning opportunities; serving as ELA and ESL Admin Content Lead and Co-Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams; Shannon L. Marszalek	03/10/2022		
	<p>[A 2.2.3] Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL). Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities.</p>	Reginald Williams; ILD	03/11/2022		
	<p>[A 2.2.4] Provide opportunities for parent engagement and training (FACE). Provide monthly opportunities for parents to engage in their students' education via informational sessions and trainings on how to support mathematical skill attainment and student achievement and growth on mathematics assessments, especially for high need student subgroups (ED, EL, SWD). Send at least two parents to serve as District Parent Ambassadors to inform and involve parents on important topics:</p>	Reginald Williams; Stephani Boyd; Shannon L. Marszalek	05/27/2022		

	school readiness, curriculum, high school readiness, college prep, safe schools, attendance.				
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Progress monitoring data review of students' performance in targeted intervention (RTI/DEC - IEP/ESL - ILP/504 Plan/Tutoring Logs Progress Monitoring) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 2.3.1] Offer RTI A Tier II and Tier III courses during the instructional day. Students will complete an entire cycle of progress monitoring and support using Illuminate/Fast Bridge and iReady.</p>	Pamela McKinley; Ramsay Garner	05/27/2022		
	<p>[A 2.3.2] Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC intervention to determine eligibility during the instructional day. Students will complete an entire cycle of progress monitoring and support using Illuminate/Fast Bridge and iReady to address targeted skill deficits in mathematics during intervention. Students will complete an entire cycle of progress monitoring and support using Illuminate/Fast Bridge and iReady to determine eligibility during Intervention.</p>	Pamela McKinley; Lue Newberry; Deborah Pruet; Yaminah Rossell; Willie Steward	05/27/2022		
	<p>[A 2.3.3] Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day. ESL courses will be offered by grade and ability level for all eligible EL students. Additionally, school will offer ELD courses which provide an additional support period for especially vulnerable EL</p>	Pamela McKinley; Shannon L. Marszalek; Cassandra Morgan; Lionel Cortez; Ryan	05/27/2022		

	populations: WIDA 1.0 - 3.4; lowest 15% according to Illuminate/Fast Bridge; within first two calendar years of entry into the US.	Littman; Michael Scharff; Courtney Merriweather			
	[A 2.3.4] Provide weekly no cost tutoring for all content areas outside of the instructional day. All teachers will offer at least forty-five minutes of tutoring outside of the instructional day weekly to provide additional support to students so that he/she can attain content mastery.	Shannon L. Marszalek	05/27/2022		
	[A 2.3.5] Continue WIDA-specific prep in all ESL and ELD courses. Teachers will continue WIDA-specific prep around the four domains (reading, writing, speaking, and listening) as well as the different performance levels (1.0 - 6.0). Additionally, teachers will incorporate as many opportunities to practice with the assessment platform as possible.	Shannon Marszalek; Cassandra Morgan; Lionel Cortez; Ryan Littman; Michael Scharff; Courtney Merriweather	05/27/2022		
	[A 2.3.6] Continue DEC inclusion co-teaching in mathematics. DEC inclusion co-teachers will work collaboratively with mathematics content teachers to design and deliver appropriate scaffolds and accommodations for SWD.	Pamela McKinley; Lue Newberry; Deborah Pruet; Yaminah Rossell	05/27/2022		
	[A 2.3.7] ESL push-in co-teaching in mathematics. ESL push-in co-teachers will work collaboratively with mathematics content teachers to design and deliver appropriate scaffolds and accommodations for EL students.	Shannon L. Marszalek; Pamela McKinley; Lionel Cortez	05/27/2022		
	[A 2.3.8] Summer Math Camp focused on student development in Algebra I, Algebra II, and Geometry.	Stephani Boyd, Dr. McKinley	07/29/2022		

	Students will be recruited to attend a week long summer camp that will integrate learning activities designed to complement what students are learning during the academic year. Academic content is aligned with statewide, grade-level curricular standards for Mathematics (Algebra I, Algebra II, and Geometry).				
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[G 3] College and Career Readiness

School will improve the percentage of ready graduates from 15.8% 2020 - 2021 to 18.8% or higher for 2021 - 2022. School will improve on the number of Early Post Secondary Opportunities (EPSOs) offered with the number of AP classes offered from 9 courses in 2020 - 2021 to 13 in 2021 - 2022. School will improve from 14.3% ACT Score (21 or higher) in 2020 - 2021 to 17.3% or higher ACT Score (21 or higher) in 2021 - 2022.

Performance Measure

Early Post Secondary Opportunities (EPSOs) ACT Scores (21 or higher) Industry Certifications ASVAB Scores Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p>Benchmark Indicator Review of student's report card data (attendance/grades) to monitor success rates in ACT supported courses. Review of ACT Composites and ACT English, Math, Science, and Reading Sub scores.</p>	<p>[A 3.1.1] Continue to offer ACT Prep elective during the instructional day. Continue to offer ACT Prep English/Reading and ACT Prep Mathematics elective course offerings targeting 12th grade students who have yet to score an ACT Composite of 21 or higher, followed by all 11th grade students.</p>	<p>Michalyn Easter Thomas; Lavette Ward; Geoffrey Park; Christa Cooley</p>	<p>05/27/2022</p>		
	<p>[A 3.1.2] Promote District and community ACT Prep and offer school ACT Prep beyond the instructional day. School will actively promote and incentivize attendance of/participation in District and community Saturday ACT Prep Sessions. In the event that District-sponsored events are at capacity, school will host its own Saturday ACT</p>	<p>Michalyn Easter Thomas</p>	<p>03/11/2022</p>		

	Prep Sessions. Naviance program offers practice tests and skill tracking.				
	<p>[A 3.1.3] Provide opportunities for parent engagement and training (FACE).</p> <p>Provide monthly opportunities for parents to engage their students' education via informational sessions and trainings on how to support good test-taking, ACT Prep, why the ACT is important, and how to improve students' scores, especially for high need student subgroups (ED, EL, SWD).</p>	Michalyn Easter Thomas; Mandy Day; Patricia Henderson	02/02/2022		
	<p>[A 3.1.4] Support a rich learning environment for students.</p> <p>Secure equipment, materials, supplies, and support to enhance ACT Prep.</p>	Shannon L. Marszalek; Sheryl Myers	05/27/2022		
	<p>[A 3.1.5] Provide instructional support via Instructional Facilitator</p> <p>Instructional Facilitator will provide instructional support by coordinating new teacher mentoring and new to school on-boarding; serving on the Instructional Leadership Team (ILT); coordinating school ACT Prep efforts; serving as school AP Coordinator and Honors Liaison; serving as Social Studies Admin Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams; Michalyn Easter Thomas	05/27/2022		
<p>[S 3.2] Post-Secondary Opportunities</p> <p>Develop and expand opportunities for all students to access multiple early post-secondary opportunities (EPSOs) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator</p> <p>Review of the Master Schedule for the number of Advanced Academics courses (Advanced Placement (AP), Statewide Dual Credit (SDC), Dual Enrollment (DE), and CCTE Industry Certifications) offered per year in comparison to the</p>	<p>[A 3.2.1] Recruit and retain students for advanced coursework (Advanced Placement (AP), Statewide Dual Credit (SDC), Dual Enrollment (DE), and College and Career Technical Education (CCTE)).</p> <p>Develop and execute a comprehensive recruitment and placement/enrollment plan for advanced coursework (AP, SDC, DE) and college and career technical education (CCTE) that will include data-driven student potential identification, master schedule course offering maximization, a streamlined application process where applicable, and a robust parent event.</p>	Stephani Boyd; David Ellis; Michalyn Easter Thomas; Mandy Day	03/11/2022		

<p>previous year will demonstrate an increase in advance course offerings. Review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year. Review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p>					
	<p>[A 3.2.2] Support a rich learning environment for students. Secure equipment, materials, supplies, and support to enhance classroom instruction.</p>	<p>Shannon L. Marszalek; Sheryl Myers</p>	<p>03/11/2022</p>		
	<p>[A 3.2.3] Provide instructional and program support via Assistant Principal. Assistant Principal will provide instructional and program support by monitoring and managing the Optional Schools Program for the Creative and Performing Arts (CAPA); coordinating school recruitment, marketing, and communications; coordinating school special events; serving as Climate & Culture Admin grades 11th and 12th; serving as Fine Arts Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	<p>Reginald Williams; David Ellis</p>	<p>05/27/2022</p>		
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator Review of student career interest inventories to gauge and support high school course planning. Monitor enrollment and course selection for 9th grade students in CTE courses that will support the CTE redesign by evaluating student</p>	<p>[A 3.3.1] Naviance program to assist students in early high school grades with identifying interests and career expectations. Students will be guided in using Naviance program to identify post secondary interests in order to assist them in choosing courses for their four year plan.</p>	<p>Ronnie Dukes, Mandy Day, Natalie Humphries, Melanie McGuire, LuDell Rivers</p>	<p>12/16/2021</p>		

<p>investment via attendance, course selection, and grades in redesign efforts. Review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades. Analyze semester transcripts for Pathways to support the program of study and maintain alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.</p>					
	<p>[A 3.3.2] Work-Based Learning Program created for Audio Visual Production Level IV. Students in the Audio Visual Production Program can enroll in Audio Visual Production Level IV Work-Based Learning course to provide real world work experience.</p>	<p>Ronnie Dukes, Joel Valdez</p>	<p>05/26/2022</p>		
	<p>[A 3.3.3] Provide opportunities for Early Post Secondary Opportunities (EPSOs), CCTE Courses (Industry Certifications) , Advanced Placement Courses, and Dual Credit Courses. Students are monitored for aptitude skills and progress to be recommended for opportunities to take EPSOs, CCTE Courses, AP Courses, and DC Courses. ESL mentoring program focuses on EL and ESL student population.</p>	<p>Stephani Boyd, Michalyn Easter Thomas, Mandy Day, LuDell Rivers, Melanie McGuire, Natalie Humphries, Lionel Cortez</p>	<p>05/26/2022</p>		
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high</p>	<p>[A 3.4.1] Monitor and Maintain BrightBytes Student Early Warning System. Monitor and maintain Brightbytes early warning system for academic (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other (EL Students) risk factors to improve grade-level promotion and graduation rate.</p>	<p>Mandy Day; Natalie Humphries; Melanie McGuire; LuDell Rivers</p>	<p>05/27/2022</p>		

<p>school course offerings; Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students; Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.</p>					
	<p>[A 3.4.2] Operate Student Orientations for incoming students. Design and operate a student orientation session for first-time incoming ninth and tenth graders to acclimate them to high school expectations for success.</p>	<p>Pamela McKinley; Natalie Humphries; LuDell Rivers; Mandy Day; Melanie McGuire</p>	<p>07/29/2021</p>		
	<p>[A 3.4.3] Facilitate grade and course recovery and new coursework to meet on-time graduation requirements. Implement and monitor a comprehensive grade and course recovery program for all core content areas and/or graduation requirements. Additionally, where necessary, school will promote and utilize new coursework via Project Graduation (night school) to assist students with on-time graduation.</p>	<p>Mandy Day; Natalie Humphries; Melanie McGuire; LuDell Rivers</p>	<p>05/27/2022</p>		
	<p>[A 3.4.4] Provide instructional and program support via Professional School Counselors and AdviseTN College and Career Consultant. Professional School Counselors and Advise TN College and Career Counselor will provide instructional and program support for transitioning from middle to high school and high school to post-secondary opportunities by monitoring and maintaining the BrightBytes Student Early Warning System; conducting academic counseling with all</p>	<p>Reginald Williams; Mandy Day; Natalie Humphries; Melanie McGuire; LuDell Rivers; Patricia Henderson</p>	<p>05/27/2022</p>		

	students; creating and maintaining graduation cohort trackers; conducting transcript reviews and course counseling; and organizing and leading student and parent college and career events.				
	<p>[A 3.4.5] Create and maintain grade-level graduation cohort trackers.</p> <p>Professional School Counselors will create and maintain grade-level graduation cohort trackers to monitor student academic performance (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other (special group membership) risk factors to improve grade-level promotion and graduation rate. Professional school counselors will monitor cohort membership early and often, especially following up on students who fail to enroll for the school year and coordinating with School Records Secretary to maintain accurate and complete accounting for transfer students.</p>	Mandy Day; Natalie Humphries; Melanie McGuire; LuDell Rivers; Elantra Ellis	05/27/2022		

[G 4] Safe and Healthy Students

School will reduce the percentage of chronically absent students from 21.4% in 2020 - 2021 to 18.4% or lower in 2021 - 2022.

Performance Measure

Power BI DataPower School DataSART Documentation for At Risk Students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance and Behavior Interventions and Supports</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator</p> <p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline</p>	<p>[A 4.1.1] Monitor and maintain BrightBytes Student Early Warning System.</p> <p>Monitor and maintain BrightBytes early warning system for academic (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other (special group membership) risk factors to improve daily attendance and student behavior.</p>	Ronnie Dukes; David Ellis; Mandy Day; Natalie Humphries; Melanie McGuire; LuDell Rivers	05/27/2022		

<p>incidents.. Monitor 20 day reports to identify students at risk of high chronic absenteeism Monitor 20 day reports to assess the impact of suspensions on daily attendance. Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p>					
	<p>[A 4.1.2] Continue RTI B Plan implementation. Continue RTI B Plan implementation, focusing on reinforcing positive behavior.</p>	<p>Ronnie Dukes; Melanie McGuire; Lionel Cortez; Erica Johnson; Willie Steward; Alyssia Turner</p>	<p>05/27/2022</p>		
	<p>[A 4.1.3] Continue and expand community partnerships to address student social emotional learning needs. Continue and expand community partnerships to offer incentives, resources, student mentoring, and support for programs to address students' social emotional learning needs (attendance, chronic absenteeism, discipline).</p>	<p>David Ellis</p>	<p>05/27/2022</p>		
	<p>[A 4.1.4] Provide student discipline support via ISS Monitor and Reset Room Monitor. ISS Monitor and Reset Room Monitor will provide discipline support by monitoring students in in-school-suspension or Reset Room respectively, allowing more days in school versus out-of-school suspension. ISS Monitor will utilize a character-building curriculum for at-risk students with a focus on restorative justice practices that re-establish the student's relationship with the school community. Reset Room Monitor will utilize a variety of behavior techniques to calm and center disruptive students so that they may return to their classrooms and resume their instructional day.</p>	<p>Reginald Williams; Tameka Jackson</p>	<p>05/27/2022</p>		
<p>[S 4.2] Professional Development Provide ongoing, high quality professional</p>	<p>[A 4.2.1] Provide individual, content area, and school-wide professional development to</p>	<p>Ronnie Dukes; David Ellis;</p>	<p>05/27/2022</p>		

<p>development at the District level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD</p>	<p>improve teacher practice and school operations. Secure equipment, materials, supplies, and support to enhance teacher practice and school operations for individual teachers, content area teams, and whole school faculty and staff, especially for support of high need student subgroups (ED, EL, SWD).</p>	<p>Shannon L. Marszalek; Sheryl Myers</p>			
	<p>[A 4.2.2] Provide new and struggling teacher mentoring and support. Provide on-going, research-based professional development for teachers and staff through various activities, including modeling effective instructional practices and classroom management strategies; acting as a coach and support to teachers; and modeling effective intervention strategies.</p>	<p>Michalyn Easter-Thomass; PAR Consultant</p>	<p>06/01/2022</p>		
	<p>[A 4.2.3] Provide school-wide attendance procedures training. Provide explicit and thorough training to all faculty and staff on how to properly code daily student attendance, especially for special schedules (state and local assessments) and field trips to ensure accuracy</p>	<p>Ronnie Dukes; Pamela McKinley</p>	<p>08/06/2021</p>		
<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance, behavior, and academic success.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the</p>	<p>[A 4.3.1] Provide parent and student support via Bilingual Mentor. Bilingual Mentor will provide parent and student support by offering translation services as well as monitoring and tracking EL student academic, attendance, and behavioral issues. Bilingual Mentor will assist with organizing and delivering parent engagement activities and trainings for EL students.</p>	<p>Reginald Williams; Shannon L. Marszalek; Alejandra Ramirez</p>	<p>05/27/2022</p>		

<p>end of each semester to determine the impact after engagement events. Review the attendance and discipline 20 day report for school that has a trained parent ambassador to determine the impact on the attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through parent meetings. Maintain adopter rosters to monitor their impact on students' success by way of their contributions of resources and time.</p>					
	<p>[A 4.3.2] Provide parent and student support via additional Attendance Secretary. Additional Attendance Secretary will provide parent and student support by assisting in the monitoring and tracking of daily student attendance and truancy.</p>	<p>Reginald Williams; Ronnie Dukes; Pamela McKinley; Shanoreca Bailey-Jordan</p>	<p>05/27/2022</p>		
	<p>[A 4.3.3] Provide opportunities for parent engagement and training (FACE). Provide monthly opportunities for parents to engage in their students' education via informational sessions and trainings on how to support social emotional learning, especially for high need student subgroups (ED, EL, SWD). Send at least two parents to serve as District Parent Ambassadors to inform and involve parents on important topics: school readiness, curriculum, high school readiness, college prep, safe schools, attendance.</p>	<p>Reginald Williams; Stephani Boyd; Shannon L. Marszalek</p>	<p>03/11/2022</p>		