

Overton High Annual Plan (2023 - 2024)

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[G 1] Reading/Language Arts

Overton High School will increase ELA meeting or exceeding expectations proficiency in ELA from 21.2% in 2022 to 24.2% or higher to include a 15% goal for TSI identified student groups (BHNA, ED, Hispanic) in 2024.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect - Overton High School will increase ELA meeting or exceeding expectations proficiency in ELA from 16.9% to 19.9% or higher to include a 15% goal for TSI identified student groups (BHNA, ED, Hispanic) in 2024.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure all students including out TIS identified student groups (BHNA, ED, Hispanic) are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>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.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of</p>	<p>[A 1.1.1] Support a rich learning environment for students Secure equipment, materials, supplies, and support once funding is made available to enhance classroom instruction in accordance to the SIP Plan Goals.</p>	Shannon Marszalek, Sheryl Myers, and Nevenia Hill	01/31/2024		

<p>standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 1.1.2] Provide instructional support via Instructional Facilitator</p> <p>Instructional Facilitator will provide instructional support by coordinating quarterly new teacher mentoring and new to school on-boarding training and support; serving on the Instructional Leadership Team (ILT) which meets bi-monthly; 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 and Joycelyn Wesley	05/31/2024		
	<p>[A 1.1.3] Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.</p> <p>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 and Kymberli Chandler	05/31/2024		
	<p>[A 1.1.4] Continue weekly collaborative planning and weekly PLC work.</p> <p>Redesign weekly collaborative planning to add monitoring by Admin Content Lead and use of Educational Epiphany's PLC Planning Guides to</p>	Stephani Floyd and Shannon Marszalek	05/31/2024		

	reinforce shift to standards-aligned instruction. Redesign weekly Professional Learning Community (PLC) work to include opportunities for on-track plus mastery data monitoring during every meeting. 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 areas of need and designing reteaching opportunities to improve student academic achievement. Continue weekly collaborative planning and weekly PLC cycles to focus on academic growth for all students including my TSI identified student groups (BHNA, ED, and Hispanic).				
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support to support growth and achievement for all students including our TSI identified student groups (BHNA, ED, Hispanic) in order to plan targeted professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard aligned core instructional implementation</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 from various vendors, regional, state, and national opportunities for PD to enhance classroom instruction for individual teachers, content area teams, and whole school faculty and staff, for support of all students especially of high need student subgroups (BHNA, ED, Hispanic).</p>	Shannon L. Marszalek; Joycelyn Wesley; Stephani Floyd; David Ellis; Academic Zone Support	05/31/2024		

<p>with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
<p>[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 Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Shannon L. Marszalek	05/31/2024			

	<p>[A 1.2.3] Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL).</p> <p>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; Kymberli Chandler	04/30/2024		
	<p>[A 1.2.4] Provide Opportunities for parent engagement and training (FACE).</p> <p>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 (BHNA, ED, Hispanic).</p>	Reginald Williams; Stephani Floyd; David Ellis; Anne Webb; Shannon Marszalek	05/31/2024		
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>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 for all students including our TSI identified student groups (BHNA, ED, Hispanic).</p> <p>Benchmark Indicator</p> <p>All students including our TSI identified student groups (BHNA, ED, Hispanic) should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p>	<p>[A 1.3.1] Offer RTI A Tier II and Tier III courses during the instructional day.</p> <p>Students will complete an entire cycle of progress monitoring and support using Illuminate/Fast Bridge and Edgenuity My Path Reading (9-12).</p>	Ryan Sisung; Anne Webb	05/31/2024		

Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
	<p>[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.</p> <p>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>	Lue Newberry; Deborah Pruet; Yaminah Rossell; Latesa Lyon; Chantal Hess Taylor; Kerah Jones; Michelle Cole	05/31/2024		
	<p>[A 1.3.3] Offer ESL courses by WIDA ability level and ELD courses for additional language development during the instructional day.</p> <p>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 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.</p>	Ryan Littman; Courtney Merriweather; Shelly Eichman; Nancy Ditto; David O'Brien; Davida Smith Keita; Anne Webb	05/31/2024		
	<p>[A 1.3.4] Provide weekly no cost tutoring for all content areas outside of the instructional day.</p> <p>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.</p>	Shannon L. Marszalek; Stephani Floyd; David Ellis; Ronnie Dukes	05/31/2024		
	<p>[A 1.3.5] Continue WIDA-specific prep in all ESL and ELD courses.</p> <p>Teachers will continue WIDA-specific prep around the four domains (reading, writing, speaking, and listening) as well as the different performance</p>	Ryan Littman; Courtney Merriweather; Shelly Eichman;	02/29/2024		

	levels (1.0 - 6.0). Additionally, teachers will incorporate as many opportunities to practice with the assessment platform as possible.	Nancy Ditto; David O'Brien; Davida Smith Keita; Anne Webb			
	[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.	Kerah Jones; Deborah Pruet; Latesa Lyon	05/31/2024		
	[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.	Anne Webb; Shelly Eichman; Davida Smith Keita	05/31/2024		

[G 2] Mathematics

Overton High School will improve meeting or exceeding expectation percentages from 5% in 2022 to 8% or higher for all students to include a 8% goal for TSI identified student groups (BHNA, ED, Hispanic) in 2024.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect - Overton High School will improve meeting or exceeding expectation percentages from 13.2% to 16.2% or higher for all students to include a 15% goal for TSI identified student groups (BHNA, ED, Hispanic) in 2024.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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 all students	[A 2.1.1] Support a rich learning environment for students Secure equipment, materials, supplies, and support when funding is available to enhance classroom instruction according to the goals of the School Improvement Plan.	Shannon Marszalek; Sheryl Myers; Nevenia Hill	05/31/2024		

<p>including our TSI identified student groups (BHNA, ED, Hispanic) are career and college ready.</p> <p>Benchmark Indicator All students including our TSI identified student groups (BHNA, ED, Hispanic) should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p>					
<p>[A 2.1.2] Provide instructional support via Instructional Facilitator Instructional Facilitator will provide instructional support quarterly by coordinating new teacher mentoring and new to school on-boarding training and support; serving on the Instructional Leadership Team (ILT) (bimonthly); 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>Reginald Williams; Joycelyn Wesley</p>	<p>05/31/2024</p>			

	<p>[A 2.1.3] Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.</p> <p>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; Kymberli Chandler	05/31/2024		
	<p>[A 2.1.4] Continue weekly collaborative planning and weekly PLC work.</p> <p>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 to focus on the growth of all students including our TSI identified student groups (BHNA, ED, Hispanic).</p>	Stephani Floyd; David Ellis; Shannon L. Marszalek	05/31/2024		
	<p>[A 2.1.5] Provide instructional support via Assistant Principals</p> <p>Assistant Principals will provide weekly instructional support by serving as Math Admin Content Lead; DEC Admin Content Lead; ESL Admin Content Lead; serving on the Instructional Leadership Team (ILT) (bimonthly); coordinating substitute teachers (daily); monitoring student attendance (quarterly); conducting formal and informal teacher observations (quarterly); individual</p>	Reginald Williams; Stephani Floyd; Anne Webb; David Ellis	05/31/2024		

	teacher instructional coaching sessions (weekly); and school-wide Professional Development on Differentiation, Blended Learning, and UDL (monthly).				
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to 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 to support growth and achievement for all students including our TSI identified student groups (BHNA, ED, Hispanic) in order to plan targeted professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are</p>	<p>[A 2.2.1] Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction. Secure equipment, materials, supplies, and support from vendors and local, regional, state and national PD opportunities to enhance classroom instruction for individual teachers, content area teams, and whole school faculty and staff, especially for support of high need student subgroups (BHNA, ED, Hispanic).</p>	Shannon L. Marszalek; Stephani Floyd; David Ellis; Joycelyn Wesley; Academic Support	05/31/2024		

<p>facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p>					
	<p>[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 Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams; Shannon L. Marszalek	03/08/2024		
	<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; Kymberli Chandler	05/20/2024		
	<p>[A 2.2.4] Provide opportunities for parent engagement and training (FACE). Provide monthly opportunities for parents to</p>	Reginald Williams; Stephani	05/31/2024		

	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 (BHNA, ED, Hispanic). 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.	Floyd; David Ellis; Shannon L. Marszalek			
<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>** **</p> <p>** **</p> <p>Benchmark Indicator All students including our TSI identified student groups (BHNA, ED, Hispanic) should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>	<p>[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 (weekly/quarterly) using Illuminate/Fast Bridge and iReady.</p>	Anne Webb; Interventionist	05/31/2024		

	<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.</p> <p>Students will complete an entire cycle of progress monitoring and support (weekly/quarterly) 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 (weekly/quarterly) using Illuminate/Fast Bridge and iReady to determine eligibility during Intervention.</p>	Anne Webb; Lue Newberry; Deborah Pruet; Chantal Hess Taylor	05/31/2024		
	<p>[A 2.3.3] Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.</p> <p>ESL courses will be offered by grade and ability level for all eligible EL students (yearly). Additionally, school will offer ELD courses which provide an additional support period for especially vulnerable EL populations (yearly): WIDA 1.0 - 3.4; lowest 15% according to Illuminate/Fast Bridge; within first two calendar years of entry into the US.</p>	Anne Webb; Ryan Littman; David O'Brien; Shelly Eichman; Nancy Dito; Courtney Merriweather; Davida Smith Keita	05/31/2024		
	<p>[A 2.3.4] Provide weekly no cost tutoring for all content areas outside of the instructional day.</p> <p>All teachers will offer at least forty-five minutes of tutoring for all students including out TSI identified student groups (BHNA, ED, Hispanic) outside of the instructional day weekly to provide additional support to students so that he/she can attain content mastery.</p>	Shannon L. Marszalek; Stephani Floyd; David Ellis	05/31/2024		
	<p>[A 2.3.5] Continue WIDA-specific prep in all ESL and ELD courses.</p> <p>Teachers will continue weekly 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 quarterly as many opportunities to practice with the assessment platform as possible.</p>	Anne Webb; Ryan Littman; David O'Brien; Shelly Eichman; Nancy Ditto; Courtney Merriweather; Davida Smith Keita	05/31/2024		

	[A 2.3.6] Continue DEC inclusion co-teaching in mathematics. DEC inclusion co-teachers will work collaboratively with mathematics content teachers weekly to design and deliver appropriate scaffolds and accommodations for SWD.	Anne Webb; Deborah Pruet; Lue Newberry	05/31/2024		
	[A 2.3.7] ESL push-in co-teaching in mathematics. ESL push-in co-teachers will work collaboratively with mathematics content teachers weekly to design and deliver appropriate scaffolds and accommodations for EL students.	Anne Webb; Shelly Eichman	05/31/2024		
[G 3] College and Career Readiness Overton High School will improve the percentage of students meeting Ready Graduate Status for Cohort 2024 from 3.3% in 2022 - 2023 to 6.3% in 2023 - 2024 and increase the Graduation Rate from 73.0% (2022) to 76.0% (2024). *Accountability Lag Year Performance Measure Performance effectiveness will be measure by the following: * Early Post Secondary Opportunities being offered * ACT composite score (21 or higher) * Earnings of Industry Certifications * ASVAB Scores * Graduation Rate					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. Benchmark Indicator Quarterly review of student's report card data to monitor success rates in ACT supported courses.	[A 3.1.1] Continue to offer ACT Prep elective during the instructional day. Continue to offer yearly 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.	Joycelyn Wesley; Lavette Ward; Yushunti Green; Ludell Rivers	05/24/2024		

Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.					
	<p>[A 3.1.2] Promote District and community ACT Prep and offer school ACT Prep beyond the instructional day.</p> <p>School will actively promote and incentivize each semester 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 Prep Sessions during the spring semester. Naviance program offers practice tests and skill tracking.</p>	Joycelyn Wesley; Lavette Ward	03/11/2024		
	<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 (BHNA, ED, Hispanic).</p>	Joycelyn Wesley; Lavette Ward; Yushunti Green	02/29/2024		
	<p>[A 3.1.4] Support a rich learning environment for students.</p> <p>Secure equipment, materials, supplies, and support once funding is available to enhance semester long/year long ACT Prep efforts.</p>	Shannon Marszalek; Sheryl Myers; Nevenia Hill	05/24/2024		
	<p>[A 3.1.5] Provide instructional support via Instructional Facilitator</p> <p>Instructional Facilitator will provide monthly instructional support by coordinating new teacher mentoring and new to school on-boarding and training; serving on the Instructional Leadership Team (ILT) (bimonthly); coordinating school ACT Prep efforts (each semester); 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; Joycelyn Wesley	05/24/2024		

	<p>[A 3.1.6] Provide Additional Community Support for ACT Prep The school will partner with local, state, and national vendors to offer additional training, resources, and support for both students (11th/12th grades) and teachers of ACT Prep classes.</p>	Joycelyn Wesley; Lavette Ward; Yushunti Green; Ludell Rivers	04/26/2024		
<p>[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> <p>Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p>	<p>[A 3.2.1] Recruit and retain students for advanced coursework (Advanced Placement (AP), Statewide Dual Credit (SDC), Dual Enrollment (DE), and College and Career Technical Education (CCTE)). Yearly, 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 Floyd; David Ellis; Joycelyn Wesley; Melanie McGuire; Yushunti Green; Ludell Rivers; Mandy Day	05/24/2024		
	<p>[A 3.2.2] Support a rich learning environment for students. Secure equipment, materials, supplies, and support when funds are available to enhance classroom instruction according to the School Improvement Plan.</p>	Shannon L. Marszalek; Sheryl Myers	05/24/2024		
	<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) (quarterly); coordinating</p>	Reginald Williams; Anne Webb	05/24/2024		

	school recruitment (quarterly), marketing, and communications (monthly); coordinating school special events (monthly); serving as Fine Arts Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.				
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator Semester review of student career interest inventories to gauge and support high school course planning.</p> <p>Quarterly monitor enrollment and course selection for 8th and 9th grade students in CCTE courses that will support the CCTE redesign by evaluating student investment via attendance, course selection, and grades in redesign efforts.</p> <p>Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades.</p> <p>Analyze semester transcripts for Pathways to support the program of study and maintain alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.</p>	<p>[A 3.3.1] Naviance program to assist students in early high school grades with identifying interests and career expectations. Yearly, 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>	Ronnie Dukes, Mandy Day, Yushunti Green, Melanie McGuire, LuDell Rivers	12/22/2023		
	<p>[A 3.3.2] Work-Based Learning Program created for Audio Visual Production Level IV and Marketing Program Yearly, students in the Audio-Visual Production</p>	Anne Webb; Ronnie Dukes; Melanie McGuire; Joel	05/24/2024		

	Program and Marketing can enroll in Audio Visual Production and Marketing Level IV Work-Based Learning course to provide real world work experience.	Valdez; Michael Fahey			
	<p>[A 3.3.3] Provide opportunities for Early Post Secondary Opportunities (EPSOs), CTE Courses (Industry Certifications), Advanced Placement Courses, and Dual Credit Courses.</p> <p>Quarterly, students are monitored for aptitude skills and progress to be recommended for opportunities to take EPSOs, CTE Courses, AP Courses, and DC Courses. ESL mentoring program (weekly/monthly) focuses on EL and ESL student population.</p>	Stephani Floyd, Joycelyn Wesley, Mandy Day, LuDell Rivers, Melanie McGuire, Yushunti Green, Shelly Eichman	05/24/2024		
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</p> <p>****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</p> <p>Annual review of parent and student evaluation survey data will be used to assess the effectiveness of the transition programs and high school course offerings;</p> <p>Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students;</p> <p>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 3.4.1] Monitor and Maintain Data Collection from Power BI</p> <p>Monitor and maintain data collection from Power BI for academic (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other (BHNA, ED, Hispanic Students) risk factors to improve grade-level promotion and graduation rate.</p>	Mandy Day; Yushunti Green; Melanie McGuire; LuDell Rivers	05/24/2024		
	[A 3.4.2] Operate Student Orientations for incoming students.	David Ellis; Yushunti	07/28/2023		

	Yearly, design and operate a student orientation session for first-time incoming students (9th grade) to acclimate them to high school expectations for success.	Green; LuDell Rivers; Mandy Day; Melanie McGuire			
	<p>[A 3.4.3] Facilitate grade and course recovery and new coursework to meet on-time graduation requirements.</p> <p>Implement and monitor quarterly 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>	Mandy Day; Yushunti Green; Melanie McGuire; LuDell Rivers	05/24/2024		
	<p>[A 3.4.4] Provide instructional and program support via Professional School Counselors and AdviseTN College and Career Consultant.</p> <p>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 data from Power BI (quarterly); conducting academic counseling with all students (weekly); creating and maintaining graduation cohort trackers (quarterly); conducting transcript reviews and course counseling (yearly); and organizing and leading student and parent college and career events (monthly).</p>	Reginald Williams; Mandy Day; Yushunti Green; Melanie McGuire; LuDell Rivers; Torsha Brown	05/24/2024		
	<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 quarterly 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 (quarterly), especially following up on students who fail to enroll for the</p>	Mandy Day; Yushunti Green; Melanie McGuire; LuDell Rivers;	05/24/2024		

	school year and coordinating with School Records Secretary to maintain accurate and complete accounting for transfer students.				
<p>[G 4] Safe and Healthy Students Overton High School will decrease chronic absenteeism rates from 47.9% in 2022 - 2023 to 44.9% in 2023 - 2024.</p> <p>Performance Measure Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data * PowerBI Data * Share Point</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring all students including our TSI identified student groups (BHNA, ED, Hispanic) behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring all students' including our TSI identified student groups (BHNA, ED, Hispanic) attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p>	<p>[A 4.1.1] Monitor and maintain Student Academic Intervention Binders Monitor and maintain Student Academic Intervention Binders for academic (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other (special group membership BHNA, ED, Hispanic) risk factors to improve daily attendance and student behavior.</p>	Ronnie Dukes; David Ellis; Mandy Day; Yushunti Green; Melanie McGuire; LuDell Rivers	05/24/2024		

Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).					
	[A 4.1.2] Continue RTI B Plan implementation. Continue RTI B Plan implementation, focusing on reinforcing positive behavior.	Ronnie Dukes; Melanie McGuire	05/24/2024		
	[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).	David Ellis	05/24/2024		
	[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.	Reginald Williams; Tameka Jackson	05/24/2024		
[S 4.2] Professional Development Provide ongoing, high quality professional 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. Benchmark Indicator Student discipline and attendance reports 20-day	[A 4.2.1] Provide individual, content area, and school-wide professional development to 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 (BHNA, ED, Hispanic).	Ronnie Dukes; David Ellis; Shannon L. Marszalek; Sheryl Myers	05/24/2024		

<p>reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development sessions.</p> <p>Monitor behavior plans for all students including our TSI designated student groups (BHNA, ED, Hispanic) per semester to determine the implementation and effectiveness of the strategies and resources shared during PD.</p>					
	<p>[A 4.2.2] Provide new and struggling teacher mentoring and support. Provide on-going, research-based professional development (including from local, state, and national vendors) 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>	Joycelyn Wesley; Shannon Marszalek	05/24/2024		
	<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>	Ronnie Dukes	08/04/2023		
<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p>	<p>[A 4.3.1] Provide parent and student support via Bilingual Mentor. Bilingual Mentors will provide parent and student support by offering translation services as well as monitoring and tracking EL and Hispanic student academic, attendance, and behavioral issues.</p>	Reginald Williams; Shannon L. Marszalek; Alejandra Ramirez;	05/24/2024		

<p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester for all students including our TSI designated student groups (BHNA, ED, Hispanic) to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>Bilingual Mentor will assist with organizing and delivering parent engagement activities and trainings for EL and Hispanic students.</p>	<p>Jatsuiry Guiterrez</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; Shanoreca Bailey-Jordan,</p>	<p>05/24/2024</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 (BHNA, ED, Hispanic). Involve parents on important topics: school readiness, curriculum, high school readiness, college prep, safe schools, attendance.</p>	<p>Reginald Williams; Stephani Floyd; David Ellis; Shannon L. Marszalek</p>	<p>03/11/2024</p>		