Overton High Annual Plan (2022 - 2023)

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[G 1] Reading/Language Arts
Overton High School will meet or exceed expectations for ELA on the EOC in grades 9-12 from 40.9% in 2022 to 43.9% for all students to include a 15% goal for TSI identified student groups (BHNA, ED, Hispanic) in 2023.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment - Overton High School will meet or exceed expectations for ELA on the EOC in grades 9-12 from 40.9% in 2022 to 43.9% for all students to include a 15% goal for TSI identified student groups (BHNA, ED, Hispanic) in 2023.

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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 our TSI identified student groups (BHNA, ED, Hispanic) are career and college ready. **Benchmark Indicator** **Benchmark Indicator** All students including our TSI identified student groups (BHNA, ED, Hispanic) 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. 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	**[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.	Shannon L. Marszalek, Sheryl Myers	01/31/2023		

in the rubric and gauge the implementation of standard aligned instruction. 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. 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.					
	[A 1.1.2] Provide instructional support via Instructional Facilitator 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.	Reginald Williams; Michalyn Easter Thomas	05/26/2023		
	[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.	Reginald Williams; Kymberli Chandler	05/26/2023		

	[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 Guides to 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).	Stephani Floyd; Shannon L. Marszalek	05/26/2023		
[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. **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 to support growth and achievement for all students including our TSI identified student groups (BHNA, ED, Hispanic) in order to plan targeted professional development	**[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 (BHNA, ED, Hispanic).	Shannon L. Marszalek; Michalyn Easter Thomas; Academic Zone Support	05/26/2023		

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. New teacher professional learning supports are offered at various times throughout each semester for new hires.					
	[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.	Shannon L. Marszalek	05/26/2023		
	[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	Reginald Williams; Kymberli Chandler	04/21/2023		

	quarterly Cycle of Professional Learning (CPL) opportunities.			
	[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 (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, and attendance.	Reginald Williams; Stephani Floyd; David Ellis; Anne Webb; Shannon Marszalek	05/26/2023	
[S 1.3] Targeted Intervention 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 for all students including our TSI identified student groups (BHNA, ED, Hispanic) **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. Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level. Progress monitoring data review of students' performance in targeted intervention (RTI/DEC - IEP/ESL - ILP/504 Plan/Tutoring Logs Progress	**[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).	Ryan Sisung; Anne Webb	05/26/2023	

Monitoring) to determine next steps of intervention support in an effort to get them to grade level.					
	[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 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.	Lue Newberry; Deborah Pruett; Yaminah Rossell; Latesa Lyon; Chantal Hess Taylor; Kerah Jones; Andrew Peters	05/26/2023		
	[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 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.	Ryan Littman; Courtney Merriweather; Shelly Eichman; Nancy Ditto; Emily Payne; Anna Karpovich; David O'Brien; Anne Webb	05/26/2023		
	[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	05/26/2023		
	[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.	Ryan Littman; Courtney Merriweather; Shelly Eichman; Emily Payne; Nancy Ditto; Anna	02/24/2023		

		Karpovich; David O'Brien; 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 Pruett; Latesa Lyon	05/26/2023		
	[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	05/26/2023		

[G 2] Mathematics
Overton High School will meet or exceed expectations for Math on the EOC in grades 9 - 12 from 13.7% in 2022 to 16.7% for all students to include a 15% goal for TSI identified student groups (BHNA, ED, Hispanic) in 2023.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment Data - Overton High School will meet or exceed expectations for Math on the EOC in grades 9 - 12 from 13.7% in 2022 to 16.7% for all students to include a 15% goal for TSI identified student groups (BHNA, ED, Hispanic) in 2023.

District Formative Assessments using Mastery Connect Data for all students including our TSI identified student groups (BHNA, ED, Hispanic)

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 including our TSI identified student groups (BHNA, ED, Hispanic) are career and college ready.	**[A 2.1.1] What We Know and Where We Need to Go High Quality Curriculum and System Improvement and High Quality Curriculum and System Improvement** Secure equipment, materials, supplies, and support when funding is available to enhance classroom instruction according to the goals of the School Improvement Plan.	Shannon L. Marszalek; Sheryl Myers	05/26/2023		

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. 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.					
	[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.	Reginald Williams; Michalyn Easter Thomas	05/26/2023		
	[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,	Reginald Williams; Kymberli Chandler	05/26/2023		

	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.				
	[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 to focus on the growth of all students including our TSI identified student groups (BHNA, ED, Hispanic).	Stephani Floyd; Shannon L. Marszalek	05/26/2023		
	[A 2.1.5] Provide instructional support via Assistant Principals 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 teacher instructional coaching sessions (weekly); and school-wide Professional Development on Differentiation, Blended Learning, and UDL (monthly).	Reginald Williams; Anne Webb; David Ellis	05/26/2023		

[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. **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 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. 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. New teacher professional learning supports are offered at various times throughout each semester for new hires.	**[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 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).	Shannon L. Marszalek; Michalyn Easter Thomas; Academic Support	05/26/2023		

	[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.	Reginald Williams; Shannon L. Marszalek	03/10/2023		
	[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.	Reginald Williams; Kymberli Chandler	03/10/2023		
	[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 (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.	Reginald Williams; Stephani Floyd; David Ellis; Shannon L. Marszalek	05/26/2023		
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to	**[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.	Anne Webb; Interventionist	05/26/2023		

meet the needs of specific learners to improve student achievement. ** ** ** ** **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. Monthly progress monitoring data review of students' performance in targeted intervention (Illuminate Fastbridge) to determine next steps of intervention support in an effort to get them to grade level. 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.					
	[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 (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.	Anne Webb; Lue Newberry; Deborah Pruett; Chantal Hess Taylor	05/26/2023		
	[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	Anne Webb; Ryan Littman; David O'Brien; Shelly	05/26/2023		

	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.	Eichman; Nancy Ditto; Anna Karpovich; Emily Payne; 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 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.	Shannon L. Marszalek	05/26/2023	
	[A 2.3.5] Continue WIDA-specific prep in all ESL and ELD courses. 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.	Anne Webb; Ryan Littman; David O'Brien; Shelly Eichman; Nancy Ditto; Anna Karpovich; Melissa Basel Delahunty; Emily Payne; Courtney Merriweather	05/26/2023	
	[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 Pruett; Lue Newberry;	05/27/2023	
	[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; Ryan Littman	05/27/2023	

[G 3] College and Career Readiness
Overton High School will improve the percentages of students meeting Ready Graduate from 5.9% for Cohort 2023 to 8.9% for Cohort 2023 and increase the graduation rate from 76.3% (2021) to 79.3% (2023).

*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** 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.	**[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.	Michalyn Easter Thomas; Lavette Ward; Geoffrey Park; Melanie McGuire; Yushunti Green	05/26/2023		
	[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 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.	Michalyn Easter Thomas	03/11/2023		

	Naviance program offers practice tests and skill tracking.				
	[A 3.1.3] Provide opportunities for parent engagement and training (FACE). 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).	Michalyn Easter Thomas; Melanie McGuire	02/22/2023		
	[A 3.1.4] Support a rich learning environment for students. Secure equipment, materials, supplies, and support once funding is available to enhance semester long/year long ACT Prep efforts.	Shannon L. Marszalek; Sheryl Myers	05/26/2023		
	[A 3.1.5] Provide instructional support via Instructional Facilitator 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.	Reginald Williams; Michalyn Easter Thomas	05/26/2023		
[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. **Benchmark Indicator** 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	**[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	Stephani Floyd; David Ellis; Michalyn Easter Thomas; Melanie McGuire; Yushunti Green; Ludell Rivers; Mandy Day	05/26/2023		

Certifications) offered per year in comparison to the 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.	streamlined application process where applicable, and a robust parent event.				
	[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.	Shannon L. Marszalek; Sheryl Myers	05/26/2023		
	[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 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.	Reginald Williams; Anne Webb	05/26/2023		
[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. **Benchmark Indicator** Review of student career interest inventories to gauge and support high school course planning.	**[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.	Ronnie Dukes, Mandy Day, Yushunti Green, Melanie McGuire, LuDell Rivers	12/16/2022		

Monitor enrollment and course selection for 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. 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.					
	[A 3.3.2] Work-Based Learning Program created for Audio Visual Production Level IV. Yearly, 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.	Anne Webb; Ronnie Dukes; Melanie McGuire; Joel Valdez	05/26/2023		
	[A 3.3.3] Provide opportunities for Early Post Secondary Opportunities (EPSOs), CCTE Courses (Industry Certifications) , Advanced Placement Courses, and Dual Credit Courses. Quarterly, 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 (weekly/monthly) focuses on EL and ESL student population.	Stephani Floyd, Michalyn Easter Thomas, Mandy Day, LuDell Rivers, Melanie McGuire, Yushunti Green, Ryan Littman	05/26/2023		
[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.	**[A 3.4.1] Monitor and Maintain BrightBytes Student Early Warning System.** Monitor and maintain quarterly Brightbytes early warning system for academic (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other (BHNA,	Mandy Day; Yushunti Green; Melanie McGuire; LuDell Rivers	05/26/2023		

Benchmark Indicator 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; 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.	ED, Hispanic Students) risk factors to improve grade-level promotion and graduation rate.				
	[A 3.4.2] Operate Student Orientations for incoming students. Yearly, design and operate a student orientation session for first-time incoming students (9th grade) to acclimate them to high school expectations for success.	David Ellis; Yushunti Green; LuDell Rivers; Mandy Day; Melanie McGuire	07/29/2023		
	[A 3.4.3] Facilitate grade and course recovery and new coursework to meet on-time graduation requirements. 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.	Mandy Day; Yushunti Green; Melanie McGuire; LuDell Rivers	05/26/2023		
	[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	Reginald Williams; Mandy Day; Yushunti Green; Melanie McGuire;	05/26/2023		

	post-secondary opportunities by monitoring and maintaining the BrightBytes Student Early Warning System (yearly); 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).	LuDell Rivers; Torsha Brown			
	[A 3.4.5] Create and maintain grade-level graduation cohort trackers. 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 school year and coordinating with School Records Secretary to maintain accurate and complete accounting for transfer students.	Mandy Day; Yushunti Green; Melanie McGuire; LuDell Rivers;	05/26/2023		

[G 4] Safe and Healthy Students
Overton High School will reduce the percentage of chronically absent students from 48.3% in 2021 - 2022 to 45.3% or lower in 2022 - 2023.

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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.	**[A 4.1.1] 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 (special group	Ronnie Dukes; David Ellis; Mandy Day; Yushunti Green; Melanie	05/26/2023		

Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: 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. 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. 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).	membership BHNA, ED, Hispanic) risk factors to improve daily attendance and student behavior.	McGuire; LuDell Rivers			
	[A 4.1.2] Continue RTI B Plan implementation. Continue RTI B Plan implementation, focusing on reinforcing positive behavior.	Ronnie Dukes; Melanie McGuire; Erica Johnson	05/26/2023		
	[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	05/26/2023		
	[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,	Reginald Williams; Tameka Jackson	05/26/2023		

	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.		
[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 reporting cycle will be used to measure impact of changed practices as a result of professional development. Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development session 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	**[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	05/26/2023
	[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.	Michalyn Easter-Thomas; PAR Consultant	06/01/2023

	[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.	Ronnie Dukes	08/05/2022		
[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. **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. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	**[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 and Hispanic student academic, attendance, and behavioral issues. Bilingual Mentor will assist with organizing and delivering parent engagement activities and trainings for EL and Hispanic students.	Reginald Williams; Shannon L. Marszalek; Alejandra Ramirez	05/26/2023		
	[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.	Reginald Williams; Ronnie Dukes; Shanoreca Bailey-Jordan, Chantal Cathey	05/26/2023		
	[A 4.3.3] Provide opportunities for parent engagement and training (FACE). Provide monthly opportunities for parents to engage in their students' education via	Reginald Williams; Stephani Floyd; David	03/11/2023		

	informational sessions and trainings on how to support social emotional learning, 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.	Ellis; Shannon L. Marszalek		