Overton High School Annual Plan (2020 - 2021)

✔ Needs

Culture and Climate (Attendance, Chronic Absenteeism, and Discipline)

✔ Ready

▦ **Culture and Climate (Attendance, Chronic Absenteeism, and Discipline)**

Due to the cancellation of State assessments for 2019-2020, all schools retained their 2018-2019 accountability status. School was identified as a TSI school for Hispanic student performance and ATSI for EL student performance. (For 2018-2019, approximately 55% of all Hispanic students were EL students, and 92% of all EL students are Hispanic; therefore, all targeted intervention efforts have been directed toward EL students in an attempt to raise both categories.)

Progresses:

School Discipline Average 0.8% lower than District

🏛 School discipline average was 0.8% below District discipline average.

🏛 Economically Disadvantaged students are the largest subgroup to improve with a 13.4% discipline rate (3.6% above the school average).

🏛 School suspension rate has steadily declined over from 2018 to 2020, from 19.4% in 2018 to 12.8% in 2019 to 9.1% in 2020.

View 8 more...

👤 kelleyjb@scsk12.org   Sep 28

For each prioritized need, please provide the following information:

1. *Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
2. *Please list the root causes and supporting data for each of the prioritized needs. The* 5 Whys protocol *is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

Climate and Culture (Attendance, Chronic Absenteeism, and Discipline)

Prior Strategies:

Successes – Continued decline in suspension rate (-3.7%). Significant improvement in Chronic Absenteeism (-5.7%), preliminary data suggests that we would have achieved state Double AMO goal. Continued utilization of ISS. Continued partnership with Seeding Success for intervention and incentive programs. Continued partnership with Heal the Hood for student mentoring. Added an additional full-time Attendance Secretary. Continued employment of full-time ESL Bilingual Mentor to provide parent/community support and ESL push in services. Employment of an additional Spanish/ESL teacher to provide ESL push in services. Added an additional Assistant Principal to assist with monitoring and follow up of chronic absentees. Added Reset Room and monitor. Enrollment of all stakeholder subgroups in efforts to improve chronic absenteeism.

Challenges - Consistent monitoring and follow up with chronic absentees and their parents. Full utilization of ISS and Reset Room. Identifying and implementing incentives to drive student behavior change. Growing EL population. Identified as TSI for Hispanic student subgroup and ATSI for EL student subgroup by the state for chronically out of school for 2018-2019. Economically disadvantaged students (ED) emerged as largest subgroups to improve in discipline and chronic absenteeism for 2019-2020.

Five Whys:

Areas of Greatest Need - To continue to improve school's chronic absenteeism rate, especially for ED, SWD, and EL students. EL student subgroup was the school's best performing subgroup for chronic absenteeism.

Hypothesis 1 - We hypothesize that some parents do not prioritize student attendance, especially for high need student subgroups such as ED, SWD, and EL students. Why? Because families prioritize maintaining livelihood and securing basic family needs, and students in these high needs subgroups are often called upon to augment parental support. Why? Because many families have inconsistent access to reliable employment, affordable childcare, and/or reasonable and reliable transportation. Why (EL specific)? Because many newcomer EL refugee students living with a host/sponsor (versus a parent/guardian) feel a responsibility to work to pay his/her host/sponsor for room and board as well as to pay back the initial cost of fleeing Central America. Why (SWD specific)? Because parents prioritize students' physical and mental/emotional health. Why? Because conflicts in private health services and school calendar and access to sufficient school supports. (How do you know? Parent conferences concerning habitual daily attendance; annual IEP meetings Potential Solutions: Continue current community partnerships and enlist more to address direct family needs. Continued efforts to increase parental involvement to connect regular daily attendance with student success beyond the classroom. Continued employment of additional Assistant Principal to assist with monitoring and follow up. Continued partnerships with district Social Worker and school Reset Room Monitor to provide adequate social and emotional supports to high needs students, especially SWD.)

Hypothesis 2 - We hypothesize that, while greatly improved, human error led to improper and/or inaccurate attendance coding. Why? Because emergent situations resulted in last minute class coverage which led to imprecise attendance tracking. Why? Because teachers prioritized instructional delivery which led to late and/or imprecise attendance tracking. (How do you know? PowerSchool attendance submission reports Potential Solutions: Continued employment of additional full-time Attendance Secretary.)

Hypothesis 3 – We hypothesize that some high needs students, especially EL students and SWD, don't prioritize daily attendance. Why? Because students in these high needs groups cannot access the content. Why? Because teachers are unable to adequately prepare sufficient, appropriate scaffolds to support access for all. Why? Because limited support personnel are largely only available for ELA and mathematics support. (How do you know? Student interviews; teacher observations; teacher lesson plan reviews Potential Solutions: Expanded inclusion and push-in offerings for SWD and EL students; ESL push-in for mathematics and science.)

English/Language Arts Student Achievement and Growth

✔ Ready

⊞ English/Language Arts Student Achievement and Growth

Due to the cancellation of State assessments for 2019-2020, all schools retained their 2018-2019 accountability status. School was identified as a TSI school for Hispanic student performance and ATSI for EL student performance. (For 2018-2019, approximately 55% of all Hispanic students were EL students, and 92% of all EL students are Hispanic; therefore, all targeted intervention efforts have been directed toward EL students in an attempt to raise both categories.)

Progresses:

School Teacher Retention Rate 3.9% higher than District

👤

For each prioritized need, please provide the following information:

1. *Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
2. *Please list the root causes and supporting data for each of the prioritized needs. The 5 Whys protocol is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

English Language Arts Student Achievement and Growth

Prior Strategies:

Successes - Significant student performance gains on the English II state assessment (+10.4%) for 2018-2019. Continued implementation of weekly PLCs and weekly collaborative planning. Realigning high performing faculty to areas of greatest need - English II. Continued alignment of Admin Content Lead with informal and formal observation caseload. Offering WIDA-specific prep during ESL classes. Significant student growth gains on WIDA (+7.1%) for 2019-2020.

Challenges - Implementation of rigorous, standards-aligned instruction with fidelity and integrity. Growing EL student population. Identified as TSI for Hispanic student subgroup and ATSI for EL student subgroup by the state for student achievement, student growth, and ELPA (WIDA) for 2018-2019. Despite significant gains on the English II state assessment, students repeatedly struggled to score at or above goals on common formative assessments for 2019-2020. Slight decline in percentage of students meeting ESL Exit Criteria (-1.1%) for 2019-2020. An almost complete turnover of the English II teaching faculty for 2019-2020.

Five Whys:

Areas of Greatest Need - To improve student academic achievement and growth in English/language arts, especially in English I, WIDA, and for EL students.

Hypothesis 1 - We hypothesize that teachers struggled to deliver rigorous, standards-aligned content with fidelity and integrity. Why? Because teachers adhered too closely to district pacing, they neglected the district lesson's intended purpose. Why? Because teachers received conflicting messages from ELA Instructional Support Advisor and C&I ELA Advisor on how they could customize district lessons and inadvertently eliminated needed scaffolds. (How do you know? Student performance on district benchmark assessments Potential Solutions: Continue weekly PLCs and weekly collaborative planning adding closer monitoring/supervision by ELA Admin Content Lead; add teacher safe practice to PLC cycle of CFA data analysis and student work analysis.)

Hypothesis 2 – We hypothesize that newcomer EL students enter school lacking not only English language acquisition but also foundational skills. (Newcomer EL students, those who have entered the US in the last two calendar years, comprised 31% of school's EL student population for 2019-2020.) Why? Because of civil unrest in their Central American countries of origin, newcomer EL students have often experienced significant breaks significant gaps in formal education. Additionally, these students are often unaccustomed to attending school every day and for the entire seven-hour school day. (How do you know? Student interviews; teacher observations Potential Solutions: Expanded ESL push-in offerings in mathematics and science.)

Hypothesis 3 – We hypothesize that long-term EL students are using ESL support/classes as a long-term crutch, rarely fully integrating into traditional academic classrooms. (Long-term EL students, those who have received ESL services for seven or more years, comprised 50% of school's EL student population for 2019-2020.) Why? High schools often inherit long-term EL students from middle school. Why? Because the ESL language acquisition assessment (WIDA) and exit criteria has changed format and value, it can be difficult to target specific goals for these long-term EL students. Additionally, the ESL class curriculum has not mirrored the academic demands of traditional classrooms. (How do you know? Student interviews; teacher observations; teacher lesson plan reviews Potential Solutions: Expanded ESL push-in services; new district ESL supports and curriculum; new district ELA curriculum that offers accessible tiered readings; continued WIDA-specific prep in ESL classes.)

Hypothesis 4 – We hypothesize that changing teaching faculty negatively altered the composition of some Professional Learning Communities (PLCs). Why? Because the new faculty came from outside the district, he/she was unaccustomed to the demands of collaboratively planning and implementing the district curriculum with fidelity. Why? Because of the disconnect between established expectations and despite mentoring from Admin Content Lead, new faculty continuously missed agreed upon deadlines/planning and assessment tasks, which created negative tension within the PLC. (How do you know? Teacher observations; collaborative planning observations; PLC meeting minutes/data analysis Potential Solutions: Restructuring PLC composition/teaching assignments to create a more collaborative community; Admin Content Lead to monitor all weekly collaborative planning sessions.)

College and Career Readiness (Graduation Rate and Ready Graduate)

✔ Ready

■■ [College and Career Readiness (Graduation Rate and Ready Graduate)](#)

Due to the cancellation of State assessments for 2019-2020, all schools retained their 2018-2019 accountability status. School was identified as a TSI school for Hispanic student performance and ATSI for EL student performance. (For 2018-2019, approximately 55% of all Hispanic students were EL students, and 92% of all EL students are Hispanic; therefore, all targeted intervention efforts have been directed toward EL students in an attempt to raise both categories.)

Progresses:

School Teacher Perception Survey showed a 0.9 Overall Index improvement from Previous Year

👤

For each prioritized need, please provide the following information:

1. *Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
2. *Please list the root causes and supporting data for each of the prioritized needs. The [5 Whys protocol](#) is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

College and Career Readiness (Graduation Rate and Ready Graduate)

Prior Strategies:

Successes – Continued employment of one Professional School Counselor per grade level. Continued partnership with AdviseTN Counselor. Continued incorporation of EPSOs to school course offerings: CCTE Audio Engineering, CCTE Audio Visual Broadcasting, , CCTE Business and Marketing, CCTE Coding, CCTE Fashion Design; CCTE Online Health Sciences Education; Statewide Dual Credit (SDC) PreCalculus, SDC Psychology, SDC Speech and Communication, SDC Statistics, and SDC World History; Advanced Placement (AP) Art History, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, AP Music Theory, AP Studio Art Drawing and Painting, AP Studio Art 2D, AP Studio Art 3D, AP US History; Dual Enrollment (DE) College Algebra/Calculus (school); DE English Composition I & II (University of Memphis). Formed new EPSO partnerships with post-secondary institutions: Moore Tech for Automotive Service Technology, Tennessee State University for DE Coding I & II, and Southwest Tennessee Community College DE Pharmaceutical Therapeutics. Continued ACT Prep English elective course offering. Added ACT Prep Mathematics elective course offering. Expanded coordination of outside ACT Prep offerings. Begin school-wide ACT Up initiative to engage all grade levels in ACT Prep. Added during-the-instructional-day credit recovery options for students. Continued partnerships with Path to College Events, TN Achieves, Bridge Builders, and City of Memphis Youth Services to provide exposure to post-secondary institutions and career experiences.

Challenges – Incomplete/inconsistent graduation cohort tracking. Low enrollment in Advanced Placement courses. Low enrollment in Bridge Math SAILS course. Growing EL student population. Identified as TSI for Hispanic student subgroup and ATSI for EL student subgroup by the state for student achievement, student growth, Ready Graduate, and graduation rate for 2018-2019. Loss of AP Computer Science and AP Human Geography due to faculty turnover. Loss of AP Biology due to lack of student interest.

Five Whys:

Areas of Greatest Need - To improve graduation rate and number of students meeting Ready Graduate criteria, especially for EL students.

Hypothesis 1 – We hypothesize that incomplete graduation cohort tracking led to missing opportunities to monitor graduation cohorts early and often. Why? Because predicted student enrollments are included on graduation cohorts, it is difficult for school staff to determine if missing students have transferred to schools outside of the district, state, or

country. (How do you know? Graduation cohort accountability documents; transfer records Potential Solution: Individual cohort graduation trackers; looping Professional School Counselors to a cohort so that he/she moves with his/her grade as it progress from 9th to 12th grade.)

Hypothesis 2 – We hypothesize that high needs student subgroups, especially SWD and EL, enter high school lacking sufficient high school credits for his/her age or fail to maintain on-time credit accrual. Why? Because high need student subgroups experience the highest rates of chronic absenteeism, they experience significant lost instructional time leading to course failure. (How do you know? Failure and retention reports Potential Solutions: Looping Professional School Counselors to a cohort; utilizing credit recovery programs such as Project Graduation, EL Newcomers School, Virtual School, and during-the-day credit recovery.)

Hypothesis 3 – We hypothesize that students are receiving sufficient during-the-day ACT Prep to prepare students to score an ACT Composite of 21 or higher at all grade levels. Why? Because school staffing is prioritized around other state and district priorities – TNReady EOC, graduation requirement coursework, RTIA intervention, SDC, CCTE, AP, Optional Schools. Why? Because the ACT is geared largely toward 11th and 12th graders, school and district ACT Prep efforts target these student groups over 9th and 10th grade. Additionally, the Senior ACT Retake occurs early in the school year, leaving the majority of the instructional time only for 11th grade since many 12th graders have already taken the assessment. (How do you know? Student rosters, ACT score reports Potential Solutions: Expand ACT Prep elective offerings as well as extracurricular ACT Prep offerings.)

Mathematics Student Achievement and Growth

✔ Ready

■■ Mathematics Student Achievement and Growth

Due to the cancellation of State assessments for 2019-2020, all schools retained their 2018-2019 accountability status. School was identified as a TSI school for Hispanic student performance and ATSI for EL student performance. (For 2018-2019, approximately 55% of all Hispanic students were EL students, and 92% of all EL students are Hispanic; therefore, all targeted intervention efforts have been directed toward EL students in an attempt to raise both categories.)

Progresses:

School Teacher Retention Rate 3.9% higher than District

For each prioritized need, please provide the following information:

1. *Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
2. *Please list the root causes and supporting data for each of the prioritized needs. The 5 Whys protocol is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

Mathematics Student Achievement and Growth

Prior Strategies:

Successes - Significant student performance gains on the Geometry state assessment (+6.6%) for 2018-2019. Continued implementation of weekly PLCs and weekly collaborative planning. Realigning high performing faculty to areas of greatest need – Algebra I, Geometry, Algebra II. Continued alignment of Admin Content Lead with informal and formal observation caseload. Added an additional Assistant Principal to serve as Admin Content Lead for Algebra I. Significant student growth gains on WIDA (+7.1%) for 2019-2020. Added an additional ESL/Spanish teacher to offer ESL push-in services in Algebra I and Geometry in conjunction with ESL Bilingual Cultural Mentor.

Challenges – Slight regression of student performance on all state mathematics assessments for 2018-2019. Implementation of rigorous, standards-aligned instruction with fidelity and integrity. Growing EL student population. Identified as TSI for Hispanic student subgroup and ATSI for EL student subgroup by the state for student achievement, student growth, and ELPA (WIDA) for 2018-2019. An almost complete turnover of the Algebra I teaching faculty for 2018-2019. Despite significant gains on the Geometry state assessment, students repeatedly struggled to score at or above goals on common formative assessments for 2019-2020. Slight decline in percentage of students meeting ESL Exit Criteria (-1.1%) for 2019-2020. An almost complete turnover of the Geometry teaching faculty for 2019-2020.

Five Whys:

Areas of Greatest Need - To improve student academic achievement and growth in mathematics, especially in Algebra I, Algebra II, and for EL students.

Hypothesis 1 - We hypothesize that teachers struggled to deliver rigorous, standards-aligned content with fidelity and integrity. Why? Because teachers focused too closely on adhering to district pacing recommendations, they often failed to appropriately scaffold students up to state Levels 3 or 4 standards attainment. Why? Because teachers mistakenly used non-vetted curriculum and resources, students remained at state Levels 1 or 2 standards attainment, especially in Geometry. (How do you know? Student performance on district benchmark assessments Potential Solution: Continue weekly PLCs and weekly collaborative planning adding closer monitoring/supervision by Math Admin Content Leads; add teacher safe practice to PLC cycle of CFA data analysis and student work analysis.)

Hypothesis 2 – We hypothesize that newcomer EL students enter school lacking not only English language acquisition but also foundational skills. (Newcomer EL students, those who have entered the US in the last two calendar years, comprised 31% of school's EL student population for 2019-2020.) Why? Because of civil unrest in their Central American countries of origin, newcomer EL students have often experienced significant breaks significant gaps in formal education. Additionally, these students are often unaccustomed to attending school every day and for the entire seven-hour school day. (How do you know? Student interviews; teacher observations Potential Solutions: Expanded ESL push-in offerings in mathematics and science.)

Hypothesis 3 – We hypothesize that long-term EL students are using ESL support/classes as a long-term crutch, rarely fully integrating into traditional academic classrooms. (Long-term EL students, those who have received ESL services for seven or more years, comprised 50% of school's EL student population for 2019-2020.) Why? High schools often inherit long-term EL students from middle school. Why? Because the ESL language acquisition assessment (WIDA) and exit criteria has changed format and value, it can be difficult to target specific goals for these long-term EL students. Additionally, the ESL class curriculum has not mirrored the academic demands of traditional classrooms. (How do you know? Student interviews; teacher observations; teacher lesson plan reviews Potential Solutions: Expanded ESL push-in services; new district ESL supports and curriculum; new district ELA curriculum that offers accessible tiered readings; continued WIDA-specific prep in ESL classes.)

✔ Preparation Questions

Identify Team

✔ Ready

Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, administrators (including administrators of Title programs and special education programs), and other appropriate school personnel and with parents of students.

Reginald Williams, Principal

Stephani Boyd, Vice Principal

Ronnie Dukes, Assistant Principal

David Ellis, Assistant Principal

Pamela McKinley, Assistant Principal

Jenifer Kelley, PLC Coach and SIP Chair

Michalyn Easter Thomas, Instructional Facilitator

Tracee Harts, Teacher

Amy Edwards, Teacher

Lindsay Stornes, ELA Content Lead Teacher

Geoffrey Park, Math Content Lead Teacher

Lisa Mitchell, Science Content Lead Teacher

Kimberly Wood, Social Studies Content Lead Teacher

Willie Steward, DEC Content Lead Teacher

Jayla Martin, Student

Tierney Macon, Student

Jazmin Monzon, Student

Darrell Wilburn, Student

Sara Bridges, Parent

Joy Burks, FPG&C Advisor

Sara Musashe, ESL Advisor

Portia Hardman, DEC Advisor

Monique Cooper, ELA Instructional Support Advisor

Fern Dantzler, Math Instructional Support Advisor

Stakeholder Involvement

✔ Ready

Describe how the school actively and consistently involves all planning team members and other stakeholders in the development, implementation, and revision of the school plan throughout the year.

School faculty and support staff, students, parents, and community members are active participants in monthly SIP Planning/SBDMC meetings where we focus on at least one of the school's prioritized needs. All planning committee members contributed to the development and review of the school's prioritized improvement goals (February, July, August, September) and to strategies and action steps on how to accomplish said goals (September through June). Additionally, all planning committee members will contribute to the monitoring of the SIP action plan implementation as well as decision-making on how best to utilize the school's parental involvement allocations (September through June).

School administration and content lead teachers are active participants in bi-monthly ILT meetings where we focus on at least one of the school's prioritized needs. All ILT members contributed to the development and review of the school's prioritized improvement goals (September) and to strategies and action steps on how to accomplish said goals

(September through June). Additionally, all ILT members will contribute to SIP action plan implementation (September through June).

✔ Supporting Documents

Budget_Blank_Page

Budget_Blank_Sheet_SY21_UQLUjJu.docx
Uploaded by burksja@scsk12.org, Sep 24
Type: Budget

ATSI Parent Notification Letter

ATSI_Parent_Notification_Letter_2020_Overton_High_with_Principal_Signature.pdf
Uploaded by kelleyjb@scsk12.org, Sep 14
Type: Other

✔ Goals

G1 Reading/Language Arts (English/Language Arts)

✔ Ready

School will improve literacy across grades 9 through 12. Implementation of English/language arts curriculum will continue to improve developing students' deep understanding of the content and mastery of the standards to ensure students are college and career ready.

Performance Measure

School will improve Achievement (Math + Reading) Success Rate from 13.9% on-track/mastered in 2018-2019 to 19.3% or higher on-track/mastered for 2020-2021. School will improve student achievement from 19.3% on-track/mastered in 2018-2019 to 24.3% or higher on-track/mastered for 2020-2021 on all TNReady EOC ELA assessments. School will improve student achievement from 11.6% on-track/mastered in 2018-2019 to 17.2% or higher on-track/mastered for 2020-2021 on TNReady EOC English I assessment and from 26.4% on-track/mastered in 2018-2019 to 31.0% or higher on-track/mastered for 2020-2021 on TNReady EOC English II assessment. All students will demonstrate 70% or higher on-track/mastered on District Benchmark Assessments. School will improve TVAAS Literacy from a Level 3 in 2018-2019 to a Level 4 or higher for 2020-2021. School will improve TVAAS EOC English I from a Level 3 in 2018-2019 to a Level 4 or higher for 2020-2021. School will improve TVAAS EOC English II from a Level 3 in 2018-2019 to a Level 4 or higher for 2020-2021.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Climate and Access
- Educators
- Other Needs

S1.1 Standards-Aligned Core Instruction

✓ Ready

Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.

Benchmark Indicator

District Benchmark Assessments (aligned with specific quarter standards) - all students scoring 70% or higher - three times per year

Educational Epiphany's Zoho Instructional Practice Informal Observation Tool - 80% or higher of all teachers will meet District deadlines for Practice 1, Practice 2, Practice 3, and Practice 4 - monthly

TEM Rubric Formal Observations - 80% or higher of all teachers will score Level 3 or higher on each observation - one to two per semester

Financial Requisitions and Receipts - monthly

Teacher Mentoring Roster and Log - monthly

AP Coordination Documents - quarterly

Honors Compliance Documents - quarterly

ILT Meeting Minutes - two times per month

ILT CPLs - quarterly

PLC Meeting Minutes and Artifacts (CFA Data Analysis, Student Work Analysis, Safe Practice Capture) - weekly

PLC Planning Guides - weekly

[A 1.1.1] **Support a rich learning environment for students.**

✓ Ready

Secure equipment, materials, supplies, and support to enhance classroom instruction.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Sheryl Myers	Dec. 18, 2020	

[A 1.1.2] **Provide instructional support via Instructional Facilitator.**

✓ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Michalyn Easter-Thomas	June 17, 2021	

[A 1.1.3] **Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.**

✓ Ready

Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design and 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.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Kymberli Chandler	June 17, 2021	

A 1.1.4 Continue weekly collaborative planning and weekly PLC work.

✔ Ready

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 teacher safe practice with feedback. Continue student work analysis (based on Leverage Leadership 2.0 model) 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 add ESL push-in teachers to teams.

Person Responsible	Estimated Completion	Funding Sources
Stephani Boyd; Jenifer Kelley	June 17, 2021	

S 1.2 Professional Development

✔ Ready

Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

Benchmark Indicator

District Benchmark Assessments (aligned with specific quarter standards) - all students scoring 70% or higher - three times per year

Educational Epiphany's Zoho Instructional Practice Informal Observation Tool - 80% or higher of all teachers will meet District deadlines for Practice 1, Practice 2, Practice 3, and Practice 4 - monthly

TEM Rubric Formal Observations - 80% or higher of all teachers will score Level 3 or higher on each observation - one to two per semester

Financial Requisitions and Receipts, including Travel Authorizations and Expense Reports - monthly

Teacher Mentoring Roster and Log - monthly

ILT Meeting Minutes - two times per month

ILT CPLs - quarterly

PLC Meeting Minutes and Artifacts (CFA Data Analysis, Student Work Analysis, Safe Practice Capture) - weekly

PLC Planning Guides - weekly

Professional Development Agendas and Attendance Logs - monthly

Teacher Professional Learning Zone (PLZ) Transcripts - monthly

A 1.2.1 Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.

✔ Ready

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).

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Monique Cooper	Dec. 18, 2020	

A 1.2.2 Provide professional development delivery and support via PLC Coach.

✔ Ready

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 conducting formal and informal teacher observations and individual teacher instructional coaching sessions.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Jenifer Kelley	June 17, 2021	

A 1.2.3 Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL).

✔ Ready

Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design and implementation of quarterly Cycle of Professional Learning (CPL) opportunities.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Kymberli Chandler	March 26, 2021	

A 1.2.4 Provide opportunities for parent engagement and training (FACE).

✔ Ready

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, attendance.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Stephani Boyd; Jenifer Kelley	Feb. 26, 2021	

S 1.3 Targeted Intervention and Personalized Learning

✔ Ready

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 approaches to meet the needs of each learner.

Benchmark Indicator

District Benchmark Assessments (aligned with specific quarter standards) - all students scoring 70% or higher - three times per year

School Master Schedule - yearly

RTI Progress Monitoring - every 20 days

RTI Data Team Meeting Minutes - monthly

DEC IEP Progess Monitoring - quarterly

ESL ILP Progess Monitoring - quarterly

504 Plan Progress Monitoring - quarterly

School Weekly Tutoring Times Master List and Tutoring Logs - quarterly

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A 1.3.1 Offer RTI A Tier II and Tier III courses during the instructional day.

✓ Ready

Students will complete an entire cycle of progress monitoring and support using Illuminate/Fast Bridge and Edgenuity My Path Reading (9-12).

Person Responsible	Estimated Completion	Funding Sources
Pamela McKinley; Ryan Sisung	June 17, 2021	

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.

✓ Ready

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 in reading during Learning Lab. Students will complete an entire cycle of progress monitoring and support using Illuminate/Fast Bridge and Edgenuity My Path Reading (9-12) to determine eligibility during Intervention.

Person Responsible	Estimated Completion	Funding Sources
Pamela McKinley; Michelle Cole; Lue Newberry; Deborah Pruett; Yaminah Rossell; Willie Steward	June 17, 2021	

A 1.3.3 Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.

✓ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Pamela McKinley; Ryan Littman; Cassandra Morgan; Michael Scharff; Zachary Sherwood	June 17, 2021	

A 1.3.4 Provide weekly no cost tutoring for all content areas outside of the instructional day.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley	June 17, 2021	

A 1.3.5 Continue WIDA-specific prep in all ESL and ELD courses.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Ryan Littman; Cassandra Morgan; Michael Scharff; Zachary Sherwood	Feb. 12, 2021	

A 1.3.6 Continue DEC inclusion co-teaching in English.

✔ Ready

DEC inclusion co-teachers will work collaboratively with ELA content teachers to design and deliver appropriate scaffolds and accommodations for SWD.

Person Responsible	Estimated Completion	Funding Sources
Pamela McKinley; Kerah Jones; Willie Steward	June 17, 2021	

G 2 Mathematics

✔ Ready

School will improve mathematics across grades 9 through 12. Implementation of mathematics curriculum will continue to improve developing students' coherent understanding of the content and mastery of standards to ensure students are college and career ready via an emphasis on real world mathematical applications.

Performance Measure

School will improve Achievement (Math + Reading) Success Rate from 13.9% on-track/mastered in 2018-2019 to 19.3% or higher on-track/mastered for 2020-2021. School will improve student achievement from 9.5% on-track/mastered in 2018-2019 to 15.2% or higher on-track/mastered for 2020-2021 on all TNReady EOC Math assessments. School will improve student achievement from 3.2% on-track/mastered in 2018-2019 to 9.3% or higher on-track/mastered for 2020-2021 on TNReady EOC Algebra I assessment; from 5.3% on-track/mastered in 2018-2019 to 11.2% or higher on-track/mastered for 2020-2021 on TNReady EOC Algebra II assessment; and from 18.8% on-track/mastered in 2018-2019 to 23.9% or higher on-track/mastered for 2020-2021 on TNReady EOC Geometry assessment. All students will demonstrate 70% or higher on-track/mastered on District Benchmark Assessments. School will improve TVAAS Numeracy from Level 1 in 2018-2019 to a Level 3 or higher for 2020-2021. School will improve TVAAS EOC Algebra I

from a Level 1 in 2018-2019 to a Level 3 or higher for 2020-2021. School will improve TVAAS EOC Algebra II from a Level 1 in 2018-2019 to a Level 3 or higher for 2020-2021. School will improve TVAAS EOC Geometry from a Level 4 in 2018-2019 to a Level 5 for 2020-2021.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Climate and Access
- Educators
- Other Needs

S 2.1 Standards-Aligned Core Instruction

✔ Ready

Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.

Benchmark Indicator

District Benchmark Assessments (aligned with specific quarter standards) - all students scoring 70% or higher - three times per year

Educational Epiphany's Zoho Instructional Practice Informal Observation Tool - 80% or higher of all teachers will meet District deadlines for Practice 1, Practice 2, Practice 3, and Practice 4 - monthly

TEM Rubric Formal Observations - 80% or higher of all teachers will score Level 3 or higher on each observation - one to two per semester

Financial Requisitions and Receipts - monthly

Teacher Mentoring Roster and Log - monthly

AP Coordination Documents - quarterly

Honors Compliance Documents - quarterly

ILT Meeting Minutes - two times per month

ILT CPLs - quarterly

PLC Meeting Minutes and Artifacts (CFA Data Analysis, Student Work Analysis, Safe Practice Capture) - weekly

PLC Planning Guides - weekly

A 2.1.1 Support a rich learning environment for students.

✔ Ready

Secure equipment, materials, supplies, and support to enhance classroom instruction.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Sheryl Myers	Dec. 18, 2020	

A 2.1.2 Provide instructional support via Instructional Facilitator.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Michalyn Easter-Thomas	June 17, 2021	

A 2.1.3 Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.

✔ Ready

Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design and 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.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Kymberli Chandler	June 17, 2021	

A 2.1.4 Continue weekly collaborative planning and weekly PLC work.

✔ Ready

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 teacher safe practice with feedback. Continue student work analysis (based on Leverage Leadership 2.0 model) 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 add ESL push-in teachers to teams.

Person Responsible	Estimated Completion	Funding Sources
Stephani Boyd; Jenifer Kelley	June 17, 2021	

A 2.1.5 Provide instructional support via Assistant Principal.

✔ Ready

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; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Pamela McKinley	June 24, 2021	

S 2.2 Professional Development

✔ Ready

Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

Benchmark Indicator

District Benchmark Assessments (aligned with specific quarter standards) - all students scoring 70% or higher - three times per year

Educational Epiphany's Zoho Instructional Practice Informal Observation Tool - 80% or higher of all teachers will meet District deadlines for Practice 1, Practice 2, Practice 3, and Practice 4 - monthly

TEM Rubric Formal Observations - 80% or higher of all teachers will score Level 3 or higher on each observation - one to two per semester

Financial Requisitions and Receipts, including Travel Authorizations and Expense Reports - monthly

Teacher Mentoring Roster and Log - monthly

ILT Meeting Minutes - two times per month

ILT CPLs - quarterly

PLC Meeting Minutes and Artifacts (CFA Data Analysis, Student Work Analysis, Safe Practice Capture) - weekly

PLC Planning Guides - weekly

Professional Development Agendas and Attendance Logs - monthly

Teacher Professional Learning Zone (PLZ) Transcripts - monthly

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A 2.2.1 Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.

✔ Ready

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).

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Fern Dantzler	Dec. 18, 2020	

A 2.2.2 Provide professional development delivery and support via PLC Coach.

✔ Ready

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 conducting formal and informal teacher observations and individual teacher instructional coaching sessions.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Jenifer Kelley	June 17, 2021	

A 2.2.3 Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL).

✔ Ready

Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design and implementation of quarterly Cycle of Professional Learning (CPL) opportunities.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Kymberli Chandler	March 26, 2021	

A 2.2.4 Provide opportunities for parent engagement and training (FACE).

✔ Ready

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: school readiness, curriculum, high school readiness, college prep, safe schools, attendance.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Stephani Boyd; Jenifer Kelley	Feb. 26, 2021	

S 2.3 Targeted Interventions and Personalized Learning

✔ Ready

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 approaches to meet the needs of each learner.

Benchmark Indicator

District Benchmark Assessments (aligned with specific quarter standards) - all students scoring 70% or higher - three times per year

School Master Schedule - yearly

RTI Progress Monitoring - every 20 days

RTI Data Team Meeting Minutes - monthly

DEC IEP Progress Monitoring - quarterly

ESL ILP Progress Monitoring - quarterly

504 Plan Progress Monitoring - quarterly

School Weekly Tutoring Times Master List and Tutoring Logs - quarterly

A 2.3.1 Offer RTI A Tier II and Tier III courses during the instructional day.

✔ Ready

Students will complete an entire cycle of progress monitoring and support using Illuminate/Fast Bridge and iReady.

Person Responsible	Estimated Completion	Funding Sources
Pamela McKinley; Ramsay Garner	June 17, 2021	

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.

✔ Ready

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 Learning Lab. Students will complete an entire cycle of progress monitoring and support using Illuminate/Fast Bridge and iReady to determine eligibility during Intervention.

Person Responsible	Estimated Completion	Funding Sources
Pamela McKinley; Michelle Cole; Lue Newberry; Deborah Pruett; Yaminah Rossell; Willie Steward	June 17, 2021	

A 2.3.3 Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Pamela McKinley; Ryan Littman; Cassandra Morgan; Michael Scharff; Zachary Sherwood	June 17, 2021	

A 2.3.4 Provide weekly no cost tutoring for all content areas outside of the instructional day.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley	June 17, 2021	

A 2.3.5 Continue WIDA-specific prep in all ESL and ELD courses.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Ryan Littman; Cassandra Morgan; Michael Scharff; Zachary Sherwood	Feb. 12, 2021	

A 2.3.6 Continue DEC inclusion co-teaching in mathematics.

✔ Ready

DEC inclusion co-teachers will work collaboratively with mathematics content teachers to design and deliver appropriate scaffolds and accommodations for SWD.

Person Responsible	Estimated Completion	Funding Sources

Pamela McKinley; Lue Newberry; Deborah Pruett; Yaminah Rossell	June 17, 2021

A 2.3.7 Continue ESL push-in co-teaching in mathematics.

✔ Ready

ESL push-in co-teachers will work collaboratively with mathematics content teachers to design and deliver appropriate scaffolds and accommodations for EL students.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Pamela McKinley; Arelene Braddock; Lionel Cortez	June 17, 2021	

G 3 College and Career Readiness (Graduation Rate and Ready Graduate)

✔ Ready

School will improve students' college and career readiness by improving graduation rate, improving percentage of ready graduates, and continuing to offer and expand EPSOs (early post-secondary opportunities).

Performance Measure

School will improve Graduation Rate from 79.4% in 2018-2019 to 80.7% for 2020-2021. School will improve percentage of students meeting State Ready Graduate criteria from 21.2% in 2018-2019 to 26.1% for 2020-2021. School will improve student achievement from 16.0% on-track/mastered in 2018-2019 to 21.2% on-track/mastered for 2020-2021 on TNReady EOC US History assessment. School will improve TVAAS EOC Composite from Level 2 in 2018-2019 to Level 3 or higher for 2020-2021. School will maintain TVAAS ACT Composite Level 5 from 2018-2019 to 2020-2021. School will maintain TVAAS EOC US History Level 5 from 2018-2019 to 2020-2021.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators
- Other Needs

S 3.1 ACT Preparation

✔ Ready

School will provide students access to a variety of ACT Prep resources to develop the skills and knowledge necessary to score an ACT Composite of 21 or higher.

Benchmark Indicator

School Master Schedule - yearly

Teacher Gradebooks - quarterly

ACT Composites and ACT English, Math, Science, and Reading Subscores - monthly

Student Attendance Rosters - monthly

Financial Requisitions and Receipts - monthly

A 3.1.1 Continue to offer ACT Prep elective during the instructional day.

✔ Ready

Continue to offer ACT Prep English/Reading and ACT Mathematics elective course offerings targeting 12th graders who have yet to score an ACT Composite of 21 or higher, followed by all 11th graders.

Person Responsible	Estimated Completion	Funding Sources
Michalyn Easter-Thomas; Lindy Foster; Geoffrey Park; Christa Cooley	June 17, 2021	

A 3.1.2 Promote District and community ACT Prep and offer school ACT Prep beyond the instructional day.

✔ Ready

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 Prep Sessions.

Person Responsible	Estimated Completion	Funding Sources
Michalyn Easter-Thomas	March 13, 2021	

A 3.1.3 Provide opportunities for parent engagement and training. (FACE)

✔ Ready

Provide monthly opportunities for parents to engage in 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).

Person Responsible	Estimated Completion	Funding Sources
Michalyn Easter-Thomas; LuDell Rivers; Patricia Henderson; Mandy Day	Feb. 26, 2021	

A 3.1.4 Support a rich learning environment for students.

✔ Ready

Secure equipment, materials, supplies, and support to enhance ACT Prep.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Sheryl Myers	Dec. 18, 2020	

A 3.1.5 Provide instructional support via Instructional Facilitator.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Michalyn Easter-Thomas	June 17, 2021	

S 3.2 Early Post-Secondary Opportunities

Develop and expand opportunities for all students to access multiple early post-secondary opportunities while still enrolled in high school.

Benchmark Indicator

School Master Schedule - yearly

Advanced Placement (AP), State-wide Dual Credit (SDC), and Dual Enrollment (DE) Course Enrollment - yearly

CCTE Course Enrollment - yearly

AP and SDC Assessment Participation and Score Reports - yearly

CCTE Industry Certifications - yearly

A 3.2.1 Recruit and retain students for advanced coursework [Advanced Placement (AP), State-wide Dual Credit (SDC), Dual Enrollment (DE), and College and Career Technical Education (CCTE)].

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.

Person Responsible	Estimated Completion	Funding Sources
Stephani Boyd; David Ellis; Michalyn Easter-Thomas; Mandy Day	March 26, 2021	

A 3.2.2 Support a rich learning environment for students.

Secure equipment, materials, supplies, and support to enhance classroom instruction.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Sheryl Myers	Dec. 18, 2020	

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 11 and 12; serving as Fine Arts Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; David Ellis	June 24, 2021	

S 3.3 Effective Transitions (Middle School, High School, Post-Secondary)

Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.

Benchmark Indicator

Graduation Cohort Trackers - quarterly

Grade-Level Promotion Rates - two times per year (each semester)

Graduation Rate - yearly

Student Attendance Rosters - monthly

Extended Learning Proposal - yearly

Virtual School, Summer School, and Project Graduation Enrollment - yearly

BrightBytes Student Early Warning System - quarterly

College Acceptance and Award Letters - yearly

A 3.3.1 Monitor and maintain BrightBytes Student Early Warning System.

✔ Ready

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 grade-level promotion and graduation rate.

Person Responsible	Estimated Completion	Funding Sources
Mandy Day; Natalie Humphries; Melanie McGuire; LuDell Rivers	June 17, 2021	

A 3.3.2 Operate Bridge to High School Transition Camp.

✔ Ready

Design and operate a week-long camp for first-time incoming 9th graders to assess and reinforce foundational core academic skills necessary for high school success.

Person Responsible	Estimated Completion	Funding Sources
Ronnie Dukes; Natalie Humphries	June 30, 2021	

A 3.3.3 Facilitate grade and course recovery and new coursework to meet on-time graduation requirements.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Mandy Day; Natalie Humphries; Melanie McGuire; LuDell Rivers	June 30, 2021	

A 3.3.4 Provide instructional and program support via Professional School Counselors and AdviseTN College and Career Consultant.

✔ Ready

Professional School Counselors and AdviseTN 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 students; creating and maintaining graduation cohort trackers; conducting transcript reviews and course counseling; and organizing and leading student and parent college and career events.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Mandy Day; Natalie Humphries; Melanie McGuire; LuDell Rivers; Patricia Henderson	June 30, 2021	

A 3.3.5 Create and maintain grade-level graduation cohort trackers.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Mandy Day; Natalie Humphries; Melanie McGuire; LuDell Rivers; Elantra Ellis	June 17, 2021	

S 3.4 Standards-Aligned Core Instruction

✔ Ready

Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.

Benchmark Indicator

District Benchmark Assessments (aligned with specific quarter standards) - all students scoring 70% or higher - three times per year

Educational Epiphany's Zoho Instructional Practice Informal Observation Tool - 80% or higher of all teachers will meet District deadlines for Practice 1, Practice 2, Practice 3, and Practice 4 - monthly

TEM Rubric Formal Observations - 80% or higher of all teachers will score Level 3 or higher on each observation - one to two per semester

Financial Requisitions and Receipts - monthly

Teacher Mentoring Roster and Log - monthly

AP Coordination Documents - quarterly

Honors Compliance Documents - quarterly

ILT Meeting Minutes - two times per month

ILT CPLs - quarterly

PLC Meeting Minutes and Artifacts (CFA Data Analysis, Student Work Analysis, Safe Practice Capture) - weekly

A 3.4.1 Support a rich learning environment for students.

✔ Ready

Secure equipment, materials, supplies, and support to enhance classroom instruction.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Sheryl Myers	Dec. 18, 2020	

A 3.4.2 Provide instructional support via Instructional Facilitator.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Michalyn Easter-Thomas	June 17, 2021	

A 3.4.3 Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.

✔ Ready

Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design and 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.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Kymberli Chandler	June 17, 2021	

A 3.4.4 Continue weekly collaborative planning and weekly PLC work.

✔ Ready

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 teacher safe practice with feedback. Continue student work analysis (based on Leverage Leadership 2.0 model) 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 add ESL push-in teachers to teams.

Person Responsible	Estimated Completion	Funding Sources
Stephani Boyd; Jenifer Kelley	June 17, 2021	

A 3.4.5 Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.

✔ Ready

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).

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Michalyn Easter-Thomas	Dec. 18, 2020	

A 3.4.6 Provide professional development delivery and support via PLC Coach.

✔ Ready

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 conducting formal and informal teacher observations and individual teacher instructional coaching sessions.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Jenifer Kelley	June 17, 2021	

A 3.4.7 Provide weekly no cost tutoring for all content areas outside of the instructional day.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley	June 17, 2021	

A 3.4.8 Expand ESL push-in co-teaching to include science.

✔ Ready

ESL push-in co-teachers will work collaboratively with science content teachers to design and deliver appropriate scaffolds and accommodations for EL students.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Pamela McKinley; Michael Scharff; Zachary Sherwood	June 17, 2021	

A 3.4.9 Continue WIDA-specific prep in all ESL and ELD courses.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Jenifer Kelley; Ryan Littman; Cassandra Morgan; Michael Scharff; Zachary Sherwood	Feb. 12, 2021	

G 4 Safe and Healthy Students (Attendance, Chronic Absenteeism, and Discipline)

✔ Ready

School will cultivate a positive climate to ensure school environments are safe and conducive to instruction.

Performance Measure

School will reduce the percentage of chronically absent students from 31.0% in 2018-2019 to 29.1% or lower for 2020-2021. School will maintain a suspension rate of 10% or lower for 2020-2021.

Sections

- Climate and Access
- Other Needs

S 4.1 Behavioral Interventions and Supports

✔ Ready

Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.

Benchmark Indicator

Attendance and Discipline Reports - every twenty-day (20) reporting period

BrightBytes Student Early Warning System - quarterly

Student ISS Rosters - daily

Student Reset Room Rosters - daily

RTI B Leadership Team Meeting Minutes - monthly

A 4.1.1 Monitor and maintain BrightBytes Student Early Warning System.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Ronnie Dukes; David Ellis; Mandy Day; Natalie Humphries; Melanie McGuire; LuDell Rivers	June 17, 2021	

A 4.1.2 Continue RTI B Plan implementation.

✔ Ready

Continue RTI B Plan implementation, focusing on reinforcing positive behavior.

Person Responsible		Estimated Completion	Funding Sources
Ronnie Dukes; Melanie McGuire; Lionel Cortez; Erica Johnson; Willie Steward; Alyssia Turner		June 17, 2021	

`A 4.1.3` Continue and expand community partnerships to address student social emotional learning needs.

✔ Ready

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).

Person Responsible	Estimated Completion	Funding Sources
David Ellis	June 17, 2021	

`A 4.1.4` Provide student discipline support via ISS Monitor and Reset Room Monitor.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Fred Plummer; Tameka Jackson	June 17, 2021	

`S 4.2` Professional Development

✔ Ready

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

Attendance and Discipline Reports - every twenty-day (20) reporting period

RTI B Leadership Team Meeting Minutes - monthly

Professional Development Agendas and Attendance Logs - monthly

Financial Requisitions and Receipts - monthly

`A 4.2.1` Provide individual, content area, and school-wide professional development to improve teacher practice and school operations.

✔ Ready

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).

Person Responsible	Estimated Completion	Funding Sources

Ronnie Dukes; David Ellis; Jenifer Kelley; Sheryl Myers	June 17, 2021

A 4.2.2 Provide new and struggling teacher mentoring and support.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Michalyn Easter-Thomas; PAR Consultant	April 15, 2021	

A 4.2.3 Provide school-wide attendance procedures training.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Ronnie Dukes; Pamela McKinley	Oct. 30, 2020	

S 4.3 Parent, Family, and Community Engagement

✔ Ready

Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.

Benchmark Indicator

Attendance and Discipline Reports - every twenty-day (20) reporting period

BrightBytes Student Early Warning System - quarterly

School Adopter Roster - yearly

Parent Meeting Agendas and Attendance Rosters - monthly

A 4.3.1 Provide parent and student support via Bilingual Mentor.

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Jenifer Kelley; Bilingual Mentor	June 17, 2021	

A 4.3.2 Provide parent and student support via additional Attendance Secretary.

✔ Ready

Additional Attendance Secretary will provide parent and student support by assisting in the monitoring and tracking of daily student attendance and truancy.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Ronnie Dukes; Pamela McKinley; Shanoreca Bailey-Jordan	June 17, 2021	

A 4.3.3 Provide opportunities for parent engagement and training (FACE).

✔ Ready

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.

Person Responsible	Estimated Completion	Funding Sources
Reginald Williams; Stephani Boyd; Jenifer Kelley	Feb. 26, 2021	

✔ Reflection Questions

Disciplinary Practices

✔ Ready

Describe how the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline in the school.

Data Review and Analysis:

School will continue to monitor student discipline data using PowerSchool (daily, twenty-day reporting periods), PowerBI (twenty-day reporting periods), and BrightBytes (quarterly).

Steps to Reduce Lost Instructional Time/Disparate Impact:

School will continue to implement RTI B with fidelity; continue and expand community partnerships with Seeding Success (chronic absenteeism), Heal the Hood (student mentoring), High Point Church (multiple cultural benefits), Bank of America (student clothing closet); and continue full utilization of in-school suspension and Reset Room as alternates to out-of-school suspensions when allowable. School will continue to fund ISS Monitor, Reset Room Monitor, Bilingual Mentor, additional Assistant Principal, and additional Attendance Secretary to reduce lost instructional time by decreasing out-of-school suspensions and decreasing percentage of students chronically absent. Additionally, school will continue to utilize professional development and teacher mentoring to support teachers in full RTI B implementation, and school will continue to educate parents on the importance of daily attendance and forge strong home/school relationships to eliminate obstacles.

Connects to:

- Provide individual, content area, and school-wide professional development to improve teacher practice and school operations.
- Monitor and maintain BrightBytes Student Early Warning System.
- Provide parent and student support via Bilingual Mentor.
- Monitor and maintain BrightBytes Student Early Warning System.
- Provide new and struggling teacher mentoring and support.

- [Continue RTI B Plan implementation.](#)
- [Provide parent and student support via additional Attendance Secretary.](#)
- [Provide opportunities for parent engagement and training (FACE).](#)
- [Continue and expand community partnerships to address student social emotional learning needs.](#)
- [Provide student discipline support via ISS Monitor and Reset Room Monitor.](#)

Safe, Supportive, and Healthy Environments

✓ Ready

Describe the priority needs for providing safe, supportive, and healthy environments in all schools and how the school will meet those needs.

Priority Needs:

School has consistently provided a safe, supportive, and healthy environment for all stakeholders, reducing the overall suspension rate and continuously striving for capital improvements that improve safety and quality. For 2020-2021, the school, like the District, is prioritizing a safe return to in-person instruction for all stakeholders - faculty, staff, students, parents, and community members.

Steps to Meet Needs:

School will continue to fund additional Assistant Principals to lighten the overall administrative load and allow more time on task with attendance, discipline, and safety as well as market, monitor, and recruit for the Optional School program for the Creative and Performing Arts (CAPA). School will continue to implement daily metal detector screenings and morning and afternoon entrance monitoring. School will continue to fund additional Clerical personnel to assist in school operations including attendance, Optional School program management, student supervision, and textbook distribution.

In response to Covid 19 concerns, the school assembled a ReEntry Task Force and has implemented the following: daily temperature screenings for all faculty and staff entering campus; required face masks for all personnel on campus; increased sanitation of all common areas, restrooms, and high-traffic areas/surfaces; installation of hand sanitizer stations throughout campus; distribution of PPE and hand sanitizer to all personnel on campus; installation of signage on walls, floors, and outside entry points to encourage social distancing. The school will add the following if and when it is safe to return to in-person instruction: daily temperature checks for all students; social distancing during mealtimes (breakfast/lunch) including alternate mealtime locations; daily hand-washing schedule; distribution of PPE to all classrooms; single direction traffic/travel patterns for transitions between classes and up and down stairwells; safe room designated for any symptomatic faculty/staff or students with outer door access to eliminate travel within the campus buildings.

Connects to:
- [Provide parent and student support via Bilingual Mentor.](#)
- [Provide individual, content area, and school-wide professional development to improve teacher practice and school operations.](#)
- [Operate Bridge to High School Transition Camp.](#)
- [Continue RTI B Plan implementation.](#)
- [Provide parent and student support via additional Attendance Secretary.](#)
- [Provide new and struggling teacher mentoring and support.](#)
- [Provide opportunities for parent engagement and training (FACE).](#)
- [Provide school-wide attendance procedures training.](#)
- [Continue and expand community partnerships to address student social emotional learning needs.](#)
- [Provide instructional and program support via Assistant Principal.](#)
- [Provide student discipline support via ISS Monitor and Reset Room Monitor.](#)
- [Provide instructional support via Assistant Principal.](#)

Integration of Technology in the Classroom

✔ Ready

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges?

Student Technology Access:

For 2020-2021, the District has provided all students with a device (student laptop) as well as internet access if needed. Each school classroom has been outfitted with an interactive whiteboard, and there are multiple student computer labs on campus: Library/Media Center, Creative Writing/Journalism Lab, Personal Finance Lab, RTI A Intervention Lab, ESL Lab, Digital Art Lab, CCTE Coding Lab. Additionally, students and teachers have access to more than twenty-five (25) mobile laptop carts, including multiple carts for DEC and ESL only, and every teacher has access to a laptop for instructional planning.

Challenges:

Aging technology poses one of the most significant challenges for 2020-2021 and beyond. In 2019-2020, the school prioritized replenishing aging student devices (laptops) and replacing outdated/out of warranty interactive whiteboards. For 2020-2021 with the transition to a completely virtual learning environment coupled with improved student access, the school will need to address teacher access to technology via the replacement of outdated/out of warranty teacher devices (laptops and desktops) as well as continued replacement of aging interactive whiteboards.

Steps to Address Challenges:

For 2020-2021, the school will prioritize replacing outdated/out of warranty teacher devices (laptops and desktops) followed by continued replacement of interactive whiteboards. Additionally, school will prioritize professional development on how to best utilize MS Teams, the District's virtual learning platform, as well as the interactive whiteboard to give students a first-rate learning experience whether virtual, in-person, or a hybrid of both.

Connects to:
- Support a rich learning environment for students.
- Offer RTI A Tier II and Tier III courses during the instructional day.
- Support a rich learning environment for students.
- Support a rich learning environment for students.
- Offer RTI A Tier II and Tier III courses during the instructional day.
- Continue to offer ACT Prep elective during the instructional day.
- Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC Intervention to determine eligibility during the instructional day.
- Support a rich learning environment for students.
- Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC Intervention to determine eligibility during the instructional day.
- Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.
- Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.
- Facilitate grade and course recovery and new coursework to meet on-time graduation requirements.
- Support a rich learning environment for students.
- Continue WIDA-specific prep in all ESL and ELD courses.
- Continue WIDA-specific prep in all ESL and ELD courses.
- Continue WIDA-specific prep in all ESL and ELD courses.

Family and Community Engagement

Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English Learners and students with disabilities.

Strategies:

School has many opportunities for parents to engage in both small groups and school-wide cohorts throughout the year. Many of the activities will be evaluated via survey responses and number of participants. Parent and community events are promoted via BlackBoard, school announcements, and school social media. When available, all communications are offered in English and Spanish, and the school provides on-site/real-time Spanish translation during parent events.

Below are opportunities for engagement identified on our school website and calendar of events:

Back to School Virtual Open House/Gear Up for School – August

Parents are invited to meet the Administrators, Counselors, and Teachers and review their child's schedule. School will review academic and behavior expectations and invited to join our parent organization (OPIE) as well as applicable boosters.

Annual Title I Parent Meeting – September

Principal and PLC Coach will review school accountability data and Title I information for parents.

College App Week Parent Seminar – September/October

Parents learn how to successfully apply to college and what supports Counselors provide.

Parent/Teacher Conferences – October & March

Parents will meet with Teachers (and Administrators and Counselors as needed) to review students' academic progress and behavior goals. Parents will receive guidance on interventions and enrichment for student academic success.

Facing History and Ourselves Teach In – November

The community will learn about local and national civil and human rights issues through student-led seminars.

FAFSA Night – November

Parents receive one-on-one assistance with completing the FAFSA.

Optional School Advisory – January

Community stakeholders learn about the educational process, school goals, and potential programs to support. The Advisory Board assists in developing long-term and short-term goals to increase enrollment and scholarship potential and increase or maintain student academic success.

Overton Expo (Advanced Academics, Optional Schools, CCTE, and ACT/EOC Assessments) – January

Parents learn about our wide variety of Early Post-Secondary Opportunities (EPSOs) including Advanced Placement (AP), Statewide Dual Credit (DC), Dual Enrollment (DE), College and Career Technical Education (CCTE) industry certifications, Optional Program offerings, and state assessments and preparation opportunities (ACT and EOC).

CAPA Caucus – February

Optional Program parents and students provide feedback on concerns, expectations, progress, and success.

Overton Partners in Education (OPIE) – Monthly

Parents and community stakeholders plan activities to reward students for academic success and to encourage parent engagement in the educational process.

Site-Based Decision-Making Council (SBDMC) – Monthly

Parents, students, and other stakeholders monitor the implementation of the School Improvement Plan (SIP) through the regular review of data and stakeholder feedback.

Connects to:

- Provide parent and student support via Bilingual Mentor.
- Recruit and retain students for advanced coursework [Advanced Placement (AP), State-wide Dual Credit (SDC), Dual Enrollment (DE), and College and Career Technical Education (CCTE)].
- Promote District and community ACT Prep and offer school ACT Prep beyond the instructional day.
- Provide parent and student support via additional Attendance Secretary.
- Provide opportunities for parent engagement and training (FACE).
- Continue and expand community partnerships to address student social emotional learning needs.
- Provide instructional and program support via Assistant Principal.
- Provide opportunities for parent engagement and training. (FACE)
- Provide opportunities for parent engagement and training (FACE).
- Provide opportunities for parent engagement and training (FACE).
- Provide instructional and program support via Professional School Counselors and AdviseTN College and Career Consultant.

Professional Learning for Educators

✔ Ready

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school.

High Quality Instruction and Positive Impact on Student Achievement:

In alignment with the District's Cornerstones for High Quality Instruction, the school utilizes an Instructional Leadership Team (ILT) that meets twice monthly to complete the following activities:

a) conduct Learning Walks to collect teacher practice trend data

b) conduct Student Work Analysis to collect student academic trend data

c)   evaluate student and teacher trend data to determine areas of strength and weakness

d) report out on Professional Learning Communities (PLC)

e) design and deliver professional development to address needs via the Cycle of Professional Learning (CPL)

f)   monitor school progress toward SIP goals.

In conjunction with ILT, school Professional Learning Communities (PLC) meet twice weekly to Collaboratively Plan (1) and complete Common Formative Assessment (CFA) Data Analysis, Student Work Analysis, or Safe(ly) Practice upcoming lessons. All PLCs are led by an Admin Content Lead and reported out on in twice monthly ILT meetings.

Address Educator Needs:

To complement ILT and PLC work, each Admin Content Lead has been assigned an area or areas to concentrate upon for teacher administrative and instructional support. The Admin Content Lead will be those assigned teachers' first point of contact concerning school operations and instruction and be the lead observer for both formal and informal

teacher observations. This structure allows each Admin Content Lead an opportunity to see a teacher's growth and develop a rich instructional coaching relationship with him/her.

School also participates fully in District New Teacher Mentoring Program which assigns a high-performing teacher with a novice (Year 1 or 2) teacher or those new to the District.

For 2020-2021, the school will offer (and assign) professional development on how to best utilize MS Teams as well as the classroom interactive whiteboards.

School will participate fully in district professional development offerings including but not limited to: Content Cadres, District Learning Days, and Leadership Development Week.

Connects to:

- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Provide individual, content area, and school-wide professional development to improve teacher practice and school operations.
- Provide instructional support via Instructional Facilitator.
- Provide new and struggling teacher mentoring and support.
- Provide instructional support via Instructional Facilitator.
- Provide professional development delivery and support via PLC Coach.
- Provide instructional support via Instructional Facilitator.
- Provide professional development delivery and support via PLC Coach.
- Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL).
- Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.
- Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.
- Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL).
- Provide school-wide attendance procedures training.
- Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.
- Continue weekly collaborative planning and weekly PLC work.
- Continue weekly collaborative planning and weekly PLC work.
- Continue weekly collaborative planning and weekly PLC work.
- Provide instructional support via Instructional Facilitator.
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Provide professional development delivery and support via PLC Coach.

Educator Placement

✔ Ready

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Steps to Address Disparities and Ensure Equitable Access to Highly-Effective Teachers:

The District is exploring the following initiatives and strategies to address the equitable distribution of effective teachers:

- Creating incentives that work for experienced, effective teachers and leaders to move to high-need schools and

remain there.

- Building principal capacity to implement strong recruitment and retention practices that can improve teacher talent.

- Enable and encourage target schools to hire earlier for vacancies.

- Help target school leaders to develop retention strategies and hold them accountable for results.

- Work actively to distribute new teacher hires evenly across schools and provide intensive early support.

- Offer financial and/or leadership incentives to attract experienced and effective teachers to target schools.

- Recruit clusters of effective teachers and leaders to target schools.

- Network with other schools and prep programs to identify candidates.

- Create accurate, positive representations of schools during recruitment.

- Rethink placement and assignment practices, such as co-teaching.

- Enforce a culture of motivation and collaboration for all teaching staff.

School adheres to all District Human Resources policies and procedures concerning recruitment and retention. Additionally, Principal strategically determines teacher assignments based upon a variety of data sources including but not limited to EOC student achievement, TVAAS student growth, TEM observation data, and other employee data (teacher attendance, teacher discipline). School reviews teacher licensure annually, and in collaboration with District Human Resources Compliance, strives to ensure no teacher is teaching outside his/her area of endorsement.

Connects to:
- [Continue to offer ACT Prep elective during the instructional day.](#)
- [Provide parent and student support via Bilingual Mentor.](#)
- [Provide parent and student support via additional Attendance Secretary.](#)
- [Provide instructional support via Instructional Facilitator.](#)
- [Provide professional development delivery and support via PLC Coach.](#)
- [Provide instructional support via Instructional Facilitator.](#)
- [Provide professional development delivery and support via PLC Coach.](#)
- [Provide instructional support via Instructional Facilitator.](#)
- [Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.](#)
- [Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.](#)
- [Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.](#)
- [Provide instructional and program support via Assistant Principal.](#)
- [Provide student discipline support via ISS Monitor and Reset Room Monitor.](#)
- [Provide instructional and program support via Professional School Counselors and AdviseTN College and Career Consultant.](#)
- [Provide instructional support via Assistant Principal.](#)
- [Provide instructional support via Instructional Facilitator.](#)
- [Provide professional development delivery and support via PLC Coach.](#)

Opportunities for All Students

✔ Ready

Describe how the school will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.

School offers a comprehensive high school education for ALL students regardless of socioeconomic status, race, ethnicity, disability, or language acquisition level. The school operates a school-wide Title I Part A program to alleviate the disparities that low income can present. Additionally, the school offers both a full inclusion and functional skills program as well as gifted/talented and vision programs for students with special needs; and a full time English as a Second Language (ESL) program.

Connects to:

- Offer RTI A Tier II and Tier III courses during the instructional day.
- Offer RTI A Tier II and Tier III courses during the instructional day.
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Continue to offer ACT Prep elective during the instructional day.
- Provide professional development delivery and support via PLC Coach.
- Promote District and community ACT Prep and offer school ACT Prep beyond the instructional day.
- Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC Intervention to determine eligibility during the instructional day.
- Operate Bridge to High School Transition Camp.
- Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC Intervention to determine eligibility during the instructional day.
- Provide professional development delivery and support via PLC Coach.
- Provide opportunities for parent engagement and training. (FACE)
- Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.
- Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.
- Continue weekly collaborative planning and weekly PLC work.
- Continue weekly collaborative planning and weekly PLC work.
- Provide weekly no cost tutoring for all content areas outside of the instructional day.
- Provide opportunities for parent engagement and training (FACE).
- Continue weekly collaborative planning and weekly PLC work.
- Provide weekly no cost tutoring for all content areas outside of the instructional day.
- Provide opportunities for parent engagement and training (FACE).
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Create and maintain grade-level graduation cohort trackers.
- Provide instructional support via Assistant Principal.
- Continue WIDA-specific prep in all ESL and ELD courses.
- Continue WIDA-specific prep in all ESL and ELD courses.
- Provide professional development delivery and support via PLC Coach.
- Continue DEC inclusion co-teaching in English.
- Continue DEC inclusion co-teaching in mathematics.
- Continue ESL push-in co-teaching in mathematics.
- Provide weekly no cost tutoring for all content areas outside of the instructional day.
- Expand ESL push-in co-teaching to include science.
- Continue WIDA-specific prep in all ESL and ELD courses.

TSI / ATSI School Progress

✓ Ready

Utilizing your school data collected during the 2019-20 school year, describe the progress you've made or challenges you've faced towards improving outcomes for the student group(s) for which you were identified. What strategy(s) will you utilize in the 2020-21 school year to address the needs and root causes you've identified for your student group(s)?

Due to the cancellation of State assessments for 2019-2020, all schools retained their 2018-2019 accountability status. School was identified as a TSI school for Hispanic student performance and ATSI for EL student performance. (For 2018-2019, approximately 55% of all Hispanic students were EL students, and 92% of all EL students are Hispanic; therefore, all targeted intervention efforts have been directed toward EL students in an attempt to raise both categories.)

Progress:

For 2019-2020, EL students showed significant growth in the percentage of students meeting his/her growth goals (+7.1%) as well as improvement in chronic absenteeism (-7.1%) and disciplinary incident rate (-5.4%).

Challenges:

For 2019-2020, EL students showed a slight decline in the percentage of students meeting ESL Exit Criteria (-1.1%). Newcomer EL students, those who have entered the US in the last two calendar years, comprised 31% of student EL population, and long-term EL students, those who have received ESL services for seven or more years, comprised 50% of student EL population. Each group comes with its own challenges.

Strategies to Address:

Expanded ESL push-in services in mathematics and science.

Added additional full-time ESL teacher and restructured teaching assignments to supplement District ESL staffing allocation with an additional ESL teacher funded by the school.

Continued utilization of full-time Bilingual Cultural Mentor.

Continued focus on WIDA-specific prep in ESL and ELD courses.

Continued offering of ELD for Newcomer ELs.

Coordination of services between DEC and ESL.

Continued quarterly ILP progress monitoring.

Connects to:

- [Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.](#)
- [Provide individual, content area, and school-wide professional development to improve teacher practice and school operations.](#)
- [Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.](#)
- [Provide parent and student support via Bilingual Mentor.](#)
- [Provide professional development delivery and support via PLC Coach.](#)
- [Provide professional development delivery and support via PLC Coach.](#)
- [Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.](#)
- [Provide opportunities for parent engagement and training (FACE).](#)
- [Provide opportunities for parent engagement and training. (FACE)](#)

- Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.
- Provide opportunities for parent engagement and training (FACE).
- Continue weekly collaborative planning and weekly PLC work.
- Continue weekly collaborative planning and weekly PLC work.
- Provide opportunities for parent engagement and training (FACE).
- Continue weekly collaborative planning and weekly PLC work.
- Continue WIDA-specific prep in all ESL and ELD courses.
- Provide instructional support via Assistant Principal.
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Continue WIDA-specific prep in all ESL and ELD courses.
- Provide professional development delivery and support via PLC Coach.
- Continue ESL push-in co-teaching in mathematics.
- Expand ESL push-in co-teaching to include science.
- Continue WIDA-specific prep in all ESL and ELD courses.

Strengthening Academics

✔ Ready

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

School participates in weekly Professional Learning Communities (PLC) (weekly Collaborative Planning and PLC Cycle of Work), a continuous Cycle of Professional Learning (CPL) via the Instructional Leadership Team (ILT), informal and formal (TEM) teacher observations as well as participation in local (District), state, and national professional development opportunities to give faculty and staff researched-based best practices for improving student achievement via the development of effective teachers and leaders.

Connects to:
- Support a rich learning environment for students.
- Monitor and maintain BrightBytes Student Early Warning System.
- Support a rich learning environment for students.
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Support a rich learning environment for students.
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Continue to offer ACT Prep elective during the instructional day.
- Monitor and maintain BrightBytes Student Early Warning System.
- Provide new and struggling teacher mentoring and support.
- Provide instructional support via Instructional Facilitator.
- Operate Bridge to High School Transition Camp.
- Support a rich learning environment for students.
- Promote District and community ACT Prep and offer school ACT Prep beyond the instructional day.
- Provide professional development delivery and support via PLC Coach.
- Provide instructional support via Instructional Facilitator.
- Provide professional development delivery and support via PLC Coach.
- Provide instructional support via Instructional Facilitator.
- Provide instructional and program support via Assistant Principal.
- Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL).
- Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL).

- Provide opportunities for parent engagement and training. (FACE)
- Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.
- Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.
- Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.
- Continue weekly collaborative planning and weekly PLC work.
- Support a rich learning environment for students.
- Provide weekly no cost tutoring for all content areas outside of the instructional day.
- Provide opportunities for parent engagement and training (FACE).
- Continue weekly collaborative planning and weekly PLC work.
- Provide weekly no cost tutoring for all content areas outside of the instructional day.
- Provide opportunities for parent engagement and training (FACE).
- Continue weekly collaborative planning and weekly PLC work.
- Provide instructional and program support via Professional School Counselors and AdviseTN College and Career Consultant.
- Provide instructional support via Assistant Principal.
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Create and maintain grade-level graduation cohort trackers.
- Continue WIDA-specific prep in all ESL and ELD courses.
- Provide instructional support via Instructional Facilitator.
- Continue WIDA-specific prep in all ESL and ELD courses.
- Provide professional development delivery and support via PLC Coach.
- Continue DEC inclusion co-teaching in English.
- Continue DEC inclusion co-teaching in mathematics.
- Provide weekly no cost tutoring for all content areas outside of the instructional day.
- Continue ESL push-in co-teaching in mathematics.
- Expand ESL push-in co-teaching to include science.
- Continue WIDA-specific prep in all ESL and ELD courses.

Quality Learning

✔ Ready

Describe how the school will increase the amount and quality of learning time.

School capitalizes on all available funding resources to hire teaching faculty beyond the District staffing allotment to reduce teacher/student ratio. Additionally, the school crafts a master schedule that minimizes teacher preps, utilizes common planning for select content areas, and maximizes student enrollment in single offering coursework (AP, Dual Enrollment, State-Wide Dual Credit, upper-level fine arts, upper-level CCTE).

Connects to:
- Offer RTI A Tier II and Tier III courses during the instructional day.
- Offer RTI A Tier II and Tier III courses during the instructional day.
- Continue to offer ACT Prep elective during the instructional day.
- Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC Intervention to determine eligibility during the instructional day.
- Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC Intervention to determine eligibility during the instructional day.

- Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.
- Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.
- Provide school-wide attendance procedures training.
- Provide student discipline support via ISS Monitor and Reset Room Monitor.

Well-rounded Education

✔ Ready

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience. Describe how the school will provide an enriched and accelerated curriculum to ensure that all students, including those with disabilities, have access to a well-rounded education.

In addition to the core academic program needed to meet graduation requirements, school offers a variety of honors coursework, Advanced Placement (AP) coursework, Dual Enrollment (DE) coursework (on and off site), Statewide Dual Credit (SDC) coursework, College and Career Technical Education (CCTE), as well as local, state, and nationally recognized programs for the creative and performing arts.

Connects to:
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Recruit and retain students for advanced coursework [Advanced Placement (AP), State-wide Dual Credit (SDC), Dual Enrollment (DE), and College and Career Technical Education (CCTE)].
- Support a rich learning environment for students.
- Support a rich learning environment for students.
- Support a rich learning environment for students.
- Provide instructional support via Instructional Facilitator.
- Provide instructional support via Instructional Facilitator.
- Operate Bridge to High School Transition Camp.
- Support a rich learning environment for students.
- Provide instructional support via Instructional Facilitator.
- Provide instructional and program support via Assistant Principal.
- Support a rich learning environment for students.
- Provide instructional and program support via Professional School Counselors and AdviseTN College and Career Consultant.
- Provide opportunities for parent engagement and training (FACE).
- Provide opportunities for parent engagement and training (FACE).
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Provide instructional support via Instructional Facilitator.

At-Risk Students

✔ Ready

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

School harnesses a variety of local and state intervention data (academic and behavioral) to target and intervene through the coordination of all available stakeholders (students, teachers, school psychologist, school social worker, school administration, guidance counselor, school support staff, parents, volunteers, community members) and resources (time, talent, treasure).

Connects to:

- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Monitor and maintain BrightBytes Student Early Warning System.
- Offer RTI A Tier II and Tier III courses during the instructional day.
- Offer RTI A Tier II and Tier III courses during the instructional day.
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Provide parent and student support via Bilingual Mentor.
- Monitor and maintain BrightBytes Student Early Warning System.
- Provide individual, content area, and school-wide professional development to improve teacher practice and school operations.
- Provide professional development delivery and support via PLC Coach.
- Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC Intervention to determine eligibility during the instructional day.
- Provide parent and student support via additional Attendance Secretary.
- Continue RTI B Plan implementation.
- Provide professional development delivery and support via PLC Coach.
- Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC Intervention to determine eligibility during the instructional day.
- Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.
- Provide opportunities for parent engagement and training (FACE).
- Facilitate grade and course recovery and new coursework to meet on-time graduation requirements.
- Offer ESL courses by WIDA-ability level and ELD courses for additional language development during the instructional day.
- Provide opportunities for parent engagement and training. (FACE)
- Continue weekly collaborative planning and weekly PLC work.
- Provide student discipline support via ISS Monitor and Reset Room Monitor.
- Continue weekly collaborative planning and weekly PLC work.
- Provide instructional and program support via Professional School Counselors and AdviseTN College and Career Consultant.
- Provide weekly no cost tutoring for all content areas outside of the instructional day.
- Provide opportunities for parent engagement and training (FACE).
- Continue weekly collaborative planning and weekly PLC work.
- Provide weekly no cost tutoring for all content areas outside of the instructional day.
- Provide opportunities for parent engagement and training (FACE).
- Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.
- Create and maintain grade-level graduation cohort trackers.
- Provide instructional support via Assistant Principal.
- Continue WIDA-specific prep in all ESL and ELD courses.
- Continue WIDA-specific prep in all ESL and ELD courses.
- Provide professional development delivery and support via PLC Coach.
- Continue DEC inclusion co-teaching in English.
- Continue DEC inclusion co-teaching in mathematics.
- Continue ESL push-in co-teaching in mathematics.
- Provide weekly no cost tutoring for all content areas outside of the instructional day.
- Expand ESL push-in co-teaching to include science.
- Continue WIDA-specific prep in all ESL and ELD courses.

School Plan Assurances

✔ Ready

The school hereby assures the Tennessee Department of Education (TDOE) that the school will:

1. *Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119*
2. *Work in consultation with the LEA as the school develops and implements the plan*
3. *Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school*
4. *Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools*
5. *Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers*
6. *Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments*
7. *Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand*
8. *Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development*

Accepted by kelleyjb@scsk12.org on Sept. 24, 2020.