

Manassas High Annual Plan (2023 - 2024)

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[G 1] Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the EOC from 11.0% from year 2021-22 to 17.8% for the 2023-24 school year.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standards Aligned Core Instruction</p> <p>Rationale</p> <p>-----</p> <p>Teachers working in priority schools often need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Priority school teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that cognitively engage students in the work. We will provide training, tools, direct supports, coaching, and partner with proven effective vendors to provide training and support that will impact student outcomes. *Provide a rationale for choosing the strategy/intervention.*</p>	<p>[A 1.1.1] A 1.1.1 Instructional Materials. Supplies, and Resources</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>PLC Coach will purchase instructional supplies, software, and materials to support and enhance student achievement.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Conduct school-wide scheduled needs assessments each quarter</p> <p>* Schedule budget analysis meetings each month</p> <p>* Manage the disbursement and monitor integration</p>	<p>Eric Cooper Principal, Tierney Armour PLC Coach, Breana Henderson Literacy Coach</p>	<p>04/01/2024</p>		

<p>Supporting Data -----</p> <p>* Based on 2022-23 Spring MasteryConnect data overall in ELA, the number of students meeting and/or exceeding expectations increased by 7.7%.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Weekly Informal walkthrough data * Weekly Informal feedback data * Weekly PD agendas and sign-in * Quarterly Mastery Connect OTM scores</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* We set a weekly goal of 95% teacher effectiveness based on the Instructional Practices foci outlined in the district observation walkthrough tool * We set a weekly goal to utilize PowerBi to routinely monitor, analyze, and communicate the progress towards 95% teacher effectiveness based on the Instructional Practices foci outlined in the district observation walkthrough tool * We will aim for 80% or higher in the area of on track and/or mastery on weekly formative assessments as well as on quarterly district CFAs</p>	<p>of various instructional materials quarterly</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* The PLC Coach and Literacy Coach will conduct school-wide scheduled needs assessments each quarter in order to determine the resources needed school-wide to help reach the goal of 80% or higher of students in the area of on track and/or mastery * The PLC Coach along with the Principal will schedule one budget analysis meeting each month in order to manage how funds are carefully allocated for purchasing the instructional supplies, software, etc. needed to support and enhance student achievement towards 80% or higher in the area of on track and/or mastery * Each quarter, the PLC Coach and Literacy Coach will provide teachers necessary instructional materials and monitor the students' progress towards 80% or higher in the area of on track and/or mastery</p>				
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<p>[S 1.2] Professional Development</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* Based on 2022-23 Spring MasteryConnect data overall in ELA, the number of students meeting and/or exceeding expectations increased by 7.7 %.</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p> <p>* Observational and quantitative data analysis performed by admin team at the start of each quarter</p> <p>* Yearly, prioritize and narrow down instructional needs and determine area for professional development</p> <p>* Weekly observational and quantitative data analysis performed by teachers</p> <p>* Bi-weekly professional development scheduled</p>	<p>[A 1.2.1] A 1.3.1 RTI for At-Risk Students</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>* Tier 2 and Tier3 students will participate daily in the District's technology-based RTI program (Edgenutiy, Fastbridge Illuminate, I-Ready)</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Quarterly, tier 2 and 3 students will be tested</p> <p>* Quarterly progress checks will occur in the areas of Math and Reading</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Quarterly passing rate of 90% or higher on RTI2 programs</p> <p>* Quarterly progress checks will yield 95% or better student results in Math and Reading</p>	<p>David Taylor Vice Principal, Breana Henderson Literacy Coach, Demetris Griffin RTI Instructor</p>	<p>05/22/2024</p>		
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<p>for teachers based on data</p> <ul style="list-style-type: none"> * Weekly classroom walkthrough observations from admin team and ILT * Weekly classroom walkthrough observation feedback to teachers from admin team and ILT <p>Effectiveness</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> * Observational and quantitative data analysis performed by at least 95% of the admin team at the start of each quarter * Prior to quarter one, prioritize instructional needs, set a goal with 10% increase from previous year * Weekly observational and quantitative collaborative data analysis performed by at least 95% teachers * Bi-weekly professional development scheduled for teachers in order for teachers to refine their practices for at least 95% efficacy * Weekly classroom walkthrough observations from admin team and ILT in order for teachers to demonstrate at least 95% efficacy based on observational tool(s) * Weekly admin team and ILT classroom walkthrough observation feedback to teachers in order to reach at least 95% efficacy 					
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Provide academic interventions, personalized</p>	<p>[A 1.3.1] A 1.3.1 RTI for At-Risk Students</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Tier 2 and Tier3 students will participate daily in the District's technology-based RTI program</p>	<p>Eric Cooper-Principal, Vincent Spriggs- RTI Instructor, Demetris Griffin-RTI Instructor, SPED</p>	<p>05/24/2024</p>		

<p>learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>Based on 2022-23 Spring MasteryConnect data overall in ELA, the number of students meeting and/or exceeding expectations increased by 7.7%.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Quarterly RTI differentiated training PD sessions and sign in sheets * Monthly progress monitoring data reports with a focus on deficit areas * Monthly data team meetings agendas and sign-in sheets</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Increase Bi-Weekly ELA MasteryConnect on track</p>	<p>(Edgenutiy, Fastbridge Illuminate, I-Ready)</p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Quarterly RTI differentiated training PD sessions and sign in sheets * Monthly progress monitoring data reports with a focus on deficit areas * Monthly data team meetings agendas and sign-in sheets</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Increase Bi-Weekly ELA MasteryConnect on track and mastery to 70% or above in 2023 through monthly progress monitoring, and monthly data meetings focused on CFA data. * Monthly progress monitoring data will be analyzed to assess level of effectiveness a 85% or better.</p>	<p>Advison-Dr. Shawn Young</p>				
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and mastery to 70% or above in 2023 through monthly progress monitoring, and monthly data meetings focused on CFA data. * Monthly progress monitoring data will be analyzed to assess level of effectiveness at 85% or better					
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[G 2] Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the EOC from 4.1% from year 2021-22 to 9.9% in the 2023-24 school year.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standards Aligned Core Instruction Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p>	<p>[A 2.1.1] Instructional Materials, Supplies, and Resources Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>PLC Coach will purchase instructional supplies, software, and materials to support and enhance student achievement.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Conduct school-wide scheduled needs</p>	Tierney Armour	04/05/2024		

<p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>Based on 2022-23 Spring MasteryConnect data overall in Math, the number of students meeting and/or exceeding expectations increased by 1.6%.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <ul style="list-style-type: none"> * Weekly Informal walkthrough data * Weekly Informal feedback data * Weekly PD agendas and sign-in * Quarterly Mastery Connect OTM scores <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> * We set a weekly goal of 95% teacher effectiveness based on the Instructional Practices foci outlined in the district observation walkthrough tool * We set a weekly goal to utilize PowerBi to routinely monitor, analyze, and communicate the progress towards 95% teacher effectiveness based on the Instructional Practices foci outlined in the 	<p>assessments each quarter</p> <ul style="list-style-type: none"> * Schedule budget analysis meetings each month * Manage the disbursement and monitor integration of various instructional materials quarterly <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * The PLC Coach and Literacy Coach will conduct school-wide scheduled needs assessments each quarter in order to determine the resources needed school-wide to help reach the goal of 80% or higher of students in the area of on track and/or mastery * The PLC Coach along with the Principal will schedule one budget analysis meeting each month in order to manage how funds are carefully allocated for purchasing the instructional supplies, software, etc. needed to support and enhance student achievement towards 80% or higher in the area of on track and/or mastery * Each quarter, the PLC Coach and Literacy Coach will provide teachers necessary instructional materials and monitor the students' progress towards 80% or higher in the area of on track and/or mastery 				
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district observation walkthrough tool * We will aim for 80% or higher in the area of on track and/or mastery on weekly formative assessments as well as on quarterly district CFAs					
[S 2.2] Professional Development Rationale ----- *Provide a rationale for choosing the strategy/intervention.* * Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* * Based on 2022-23 Spring MasteryConnect data overall in Math, the number of students meeting and/or exceeding expectations increased by 1.6%. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.* * Observational and quantitative data analysis performed by admin team at the start of each	[A 2.2.1] S 1.3 Recruit, retain, and hire highly effective educators Description ----- *Provide a brief narrative of the proposed action step.* * Impart or provide effective teachers for all students in grades 9-12 Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly classroom observations * Weekly PLC meetings * Bi-monthly ILT meetings * Monthly Zone meetings Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observations using the district instructional practices walkthrough tool and a debriefing document will provide the school with data to 1.) determine 95% of our teachers' ability to effectively implement the instructional shifts	Eric Cooper Principal, David Taylor Vice Principal, Tierney Armour PLC Coach, Breana Henderson Literacy Coach	05/24/2024		

<p>quarter</p> <ul style="list-style-type: none"> * Yearly, prioritize and narrow down instructional needs and determine area for professional development * Weekly observational and quantitative data analysis performed by teachers * Bi-weekly professional development scheduled for teachers based on data * Weekly classroom walkthrough observations from admin team and ILT * Weekly classroom walkthrough observation feedback to teachers from admin team and ILT <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> * Observational and quantitative data analysis performed by at least 95% of the admin team at the start of each quarter * Prior to quarter one, prioritize instructional needs, set a goal with 10% increase from previous year * Weekly observational and quantitative collaborative data analysis performed by at least 95% teachers * Bi-weekly professional development scheduled for teachers in order for teachers to refine their practices for at least 95% efficacy * Weekly classroom walkthrough observations from admin team and ILT in order for teachers to demonstrate at least 95% efficacy based on observational tool(s) * Weekly admin team and ILT classroom walkthrough observation feedback to teachers in order to reach at least 95% efficacy 	<p>outlined in the district instructional practices walkthrough tool and the Professional Learning Zone (PLZ) PD management system and 2.) gauge the implementation of standards aligned instruction in order to plan professional development support.</p> <ul style="list-style-type: none"> * Weekly PLC meetings will be held for teachers to 1.) determine planning scope and sequence, 2.) perform routine student work analysis, 3.) report out details of student performance, and 4.) discuss and demonstrate strategies for best practices in order for students to reach 80% on track and/or mastery. * Instructional Leadership Team (ILT) meetings will be conducted twice each month at 95% attendance to ensure school leaders are 1.) sharing resources, 2.) deciphering content and data and 3.) obtaining content support through effectively collaborating and communicating new information with school-level educators. * Monthly zone meetings (Leadership Development Week) and small-group ILT sessions (Teacher Development Week) will be facilitated monthly by Instructional Leadership Directors at 95% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. 				
[S 2.3] Targeted Interventions and Personalized Learning	[A 2.3.1] RTI for At-Risk Students Description	Eric Cooper-Princip	05/24/2024		

<p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>Based on 2022-23 Spring MasteryConnect data overall in Math, the number of students meeting and/or exceeding expectations increased by 1.6%.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p> <p>* Quarterly RTI differentiated training PD sessions and sign-in sheets * Monthly progress monitoring data reports with a focus on deficit areas * Monthly data team meetings agendas and sign-in sheets</p> <p>Effectiveness</p>	<p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Tier 2 and Tier3 students will participate daily in the District's technology-based RTI program (Edgenutiy, Fastbridge Illuminate, I-Ready)</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>•Quarterly RTI differentiated training PD sessions and sign in sheets</p> <p>•Monthly progress monitoring data reports with a focus on deficit areas</p> <p>•Monthly data team meetings agendas and sign-in sheets</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>•Increase Bi-Weekly ELA MasteryConnect on track and mastery to 70% or above in 2023 through monthly progress monitoring, and monthly data meetings focused on CFA data.</p> <p>•Monthly progress monitoring data will be analyzed to assess level of effectiveness a 85% or better.</p>	<p>al, Vincent Spriggs- RTI Instructor, Demetris Griffin-RTI Instructor</p>			
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<p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Increase Math MasteryConnect on track and mastery to 70% or above in 2023 through quarterly and monthly progress monitoring and data team meetings.</p>					
<p>[G 3] Manassas High School will increase the percentage of Ready Graduate rates from 5.7% to 10%, ACT Composite score from 13.7 to 18, and EPSOs from 13.6% to 20% in the 2023-24 school year.% to 30% for the 2023-24 school year.</p> <p>**Student Support and Services Best for All Strategic Plan alignment: Student Readiness**</p> <p>Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.</p> <p>District Turnaround Plan Goal</p> <p>[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31% in 2023 to approximately 26% in 2024 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparatation</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21. Supporting Data</p> <p>-----</p>	<p>[A 3.1.1] A 3.1.2 Improving Student Achievement</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>* Teachers will receive quarterly training on increasing rigor in classes as well as rigorous components of an honors class to ensure that students meet the benchmarks on the ACT. Implementation</p> <p>-----</p>	<p>Eric Cooper Principal, David Taylor Vice Principal, Tierney Armour PLC Coach, Breana Henderson Literacy Coach</p>	<p>03/15/2024</p>		

<p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* At Manassas High School, the graduation rate increased by 13.7% in the 2022-23 school year.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* ACT Specialists in place for the year * Fall ACT Mock exam * Spring ACT Exam * ACT Workshops each Quarter * ACT Prep courses Math, Science, English, Reading for the semester * Quarterly ACT Naviance (online platform) * After school ACT tutoring for targeted students (students with a score range 17-20) throughout the year</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* ACT Specialists will complete 100% of deliverables each quarter * We will aim for 100% participation on the Fall ACT Mock exam * We will aim for 100% participation on the Spring ACT exam * We will aim for 100% ACT workshop participation in grades 9-12 * ACT prep classes roster to support at least 60</p>	<p>* ACT Specialists in place for the year * Fall ACT Mock exam * Spring ACT Exam * ACT Workshops each Quarter * ACT Prep courses Math, Science, English, Reading for the semester * Quarterly ACT Naviance (online platform) * After school ACT tutoring for targeted students (students with a score range 17-20) throughout the year *Effectiveness* -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* ACT Specialists will complete 100% of deliverables each quarter * We will aim for 100% participation on the Fall ACT Mock exam * We will aim for 100% participation on the Spring ACT exam * We will aim for 100% ACT workshop participation in grades 9-12 * ACT prep classes roster to support at least 60 students enrolled each semester (Winter 23 and Spring 24) * Monitor ACT Naviance online use quarterly * After school ACT tutoring for targeted students (students with a score range 17-20) throughout the year</p>				
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<p>students enrolled each semester (Winter 23 and Spring 24)</p> <p>* Monitor ACT Naviance use quarterly</p> <p>* After school ACT tutoring for targeted students (students with a score range 17-20) throughout the year</p>					
<p>[S 3.2] Early Post-Secondary Opportunities Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* At Manassas High School, the graduation rate increased by 13.7% in the 2022-23 school year.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p> <p>* Annual review of the number of AP, DE/DC and CCTE courses offered per year</p> <p>* Semester review of students enrolled in each AP, DE/DC and CCTE course</p> <p>* We will strive for an annual increase in the</p>	<p>[A 3.2.1] A 3.2.1 Dual Credit and Dual Enrollment Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>* Enroll students in year-long Dual Credit Courses: American History, Intro to Plant Science, Statistics. Students have the option to enroll in the following semester Dual Enrollment courses offered through Southwest Tennessee Community College: Academic Seminar, English Composition I, Criminal Justice, Coding I, and Business Management. Students have the option to enroll in the following Dual Enrollment courses offered through our partnership with the Boys & Girls Club mplementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p> <p>* Annual review of the number of AP, DE/DC and CCTE courses offered per year</p> <p>* Semester review of students enrolled in each AP, DE/DC and CCTE course</p> <p>* We will strive for an annual increase in the number of students testing in these courses</p> <p>Effectiveness -----</p>	<p>Eric Cooper Principal, David Taylor Vice Principal, Zellaery Smith School Counselor, Marcenia Pilate School Counselor</p>	<p>01/17/2024</p>		

<p>number of students testing in these courses</p> <p>Effectiveness</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* By the start of the 23-24 school year, we will increase the number of AP, DE/DC and CCTE course offerings by 5% higher</p> <p>* Each year we will expand the number of Sophomores, Juniors and Seniors enrolled in these courses by 5% or higher</p> <p>* In these courses, we will increase the percentage of passing scores by 5% annually</p>	<p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* By the start of the 23-24 school year, we will increase the number of AP, DE/DC and CCTE course offerings by 5% higher</p> <p>* Each year we will expand the number of Sophomores, Juniors and Seniors enrolled in these courses by 5% or higher</p> <p>* In these courses, we will increase the percentage of passing scores by 5% annually</p>				
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Supporting Data</p> <p>-----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* At Manassas High School, the graduation rate increased by 13.7% in the 2022-23 school year.</p>	<p>[A 3.3.1] A 3.3.1 College and Career Fair</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>12th graders will attend a College and Career Fair in the Fall. 11th graders will attend a College and Career Fair in the Spring. Manassas will host a College and Career Fair for all students in the Spring.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Semester review of the number of Advanced Academics courses offered per year</p> <p>* Semester review of students enrolled in each Advanced Academics course</p>	<p>Zelleary Smith Counselor, Marcenia Pilate Counselor</p>	<p>04/26/2024</p>		

<p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Semester review of the number of Advanced Academics courses offered per year * Semester review of students enrolled in each Advanced Academics course</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Increase the number of Pre-AP course offerings by 5% of current offerings based on the master schedule annually.</p>	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Increase the number of Pre-AP course offerings by 5% of current offerings based on the master schedule annually.</p>				
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide</p>	<p>[A 3.4.1] Freshman Success Academy Description -----</p> <p>* Bi-weekly support 9th graders in staying on track for graduation by tracking their attendance, behavior, and grades</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Eric Cooper Principal, David Taylor Vice Principal, Zellaery Smith School Counselor, Marcenia Pilate School Counselor</p>	<p>05/24/2024</p>		

<p>school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* At Manassas High School, the graduation rate increased by 13.7% in the 2022-23 school year.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p> <p>* Prior to the start of school, students will enter into high school with a 4+ plan during their 9th grade year in order make sure they're in line for graduation</p> <p>* Review student individualized plans such as BIPs, 504 service plans (reviewed and sent out to teachers at the beginning of the year for monitoring), functional behavior assessments, PSAPs, SART, or alternative school transition plans anywhere from daily check-ins to 20-day check-ins</p> <p>* Every month, we will meet with the Freshmen Equity team to discuss academic SMART goals and incentives for Freshmen to successfully navigate their full 9th grade year</p> <p> </p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency.*</p> <p>* 10% increase in the graduation rate by the end of the year</p> <p>* To ensure we are meeting needs of 100% of our</p>	<p>* Weekly Freshman success team meetings</p> <p>* Monthly meetings scheduled with the Freshmen Equity team</p> <p>* Monthly Freshmen Academy newsletter for parents and students</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 10% increase in Freshman students' attendance each 20-day period</p> <p>* 10% reduction in Freshman students' suspension each 20-day period</p> <p>* 95% of Freshman students will maintain a B or higher in all subjects each reporting period</p>				
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<p>students in specialized populations as well as standard populations throughout the entire school year, we will review student individualized plans such as BIPs, 504 service plans, functional behavior assessments, PSAPs, SART, and alternative school transition plans anywhere from daily check-ins to 20-day check-ins</p> <p>* Every month, we will meet with the Freshmen Equity team to discuss academic SMART goals and incentives to ensure 100% of our Freshmen successfully complete 9th grade year</p>					
<p>[G 4] Manassas High School will decrease the suspension rate percentage from 23.5% to 16%, the Chronic Absenteeism rate from 17% to 12%, and the Attendance rate from 94.6% to 84% in the 2023-24 school year.</p> <p>**Additional Supports**</p> <p>A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.</p> <p>District Turnaround Plan Goal</p> <p>[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31% in 2023 to approximately 26% in 2024 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance and Behavior Interventions and Supports</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Supporting Data</p> <p>-----</p>	<p>[A 4.1.1] Bi-weekly School Attendance Team meeting agendas and sign in sheets Quarterly parent workshop agendas and sign in sheets Bi-weekly check-in parent meeting agendas and sign in sheets Weekly attendance report Quarterly School Attendance Team Collaboration</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>* Implement targeted interventions, initiatives and</p>	<p>Eric Cooper Principal, David Taylor Vice Principal</p>	<p>05/24/2024</p>		

<p>* At Manassas High School, the suspension rate decreased by 3.6% in the 2022-23 school year.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Bi-monthly checks in PowerBi to check for trends * Develop and implement target interventions monthly based on data trends (ex., implement hall sweeps based on class cutting * Yearly, utilize restorative practices along with non-inclusionary practices that will not negatively impact our attendance and chronic absenteeism * Monitor 20 day reports to identify students at risk of attendance daily and high chronic absenteeism at least twice a month</p> <p>Effectiveness -----</p> <p>* Develop and implement target interventions monthly based on data trends that reveal at least 3% to 5% decrease in suspensions * Utilize restorative practices along with non-inclusionary practices (ex., restorative circles) for at least 85% of level 1-3 infractions in a 20-day period * Monitor 20 day reports to identify students at risk of attendance daily (at least 93% is the aim) and</p>	<p>support programs that address chronic absenteeism and behavioral needs for all students. Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Bi-weekly School Attendance Team meeting agendas and sign in sheets * Quarterly parent workshop agendas and sign in sheets * Bi-weekly check-in parent meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in * Bi-weekly SART and/or SARB meeting agenda and sign in * Quarterly monitoring of student intervention plans with specific supports</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Chronically out of school rates decrease by 5% or more in 2023 bi-weekly. * Improve attendance rates to 96.6% or more in 2023 bi-weekly. * Incremental increase of 2% on 20-day reports for attendance rates bi-weekly.</p>				
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high chronic absenteeism (below 11% is the aim) at least twice a month					
<p>[S 4.2] Professional Development Rationale -----</p> <p>* Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Supporting Data -----</p> <p>* At Manassas High School, the suspension rate decreased by 3.6% in the 2022-23 school year.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Daily checks for accurate attendance * Bi-monthly we'll hold SART meetings * Monitor 20 day reports to identify students at risk of high chronic absenteeism * Monitor 20 day reports to assess the impact of suspensions on daily attendance * Monitor teacher/parent contact logs weekly</p>	<p>[A 4.2.1] PD for Parents Description -----</p> <p>* Provide quarterly workshops, material, and other training opportunities, using a variety of delivery systems to support parents in understanding the importance of daily school attendance, as well as the opportunities available for high school graduates Implementation -----</p> <p>* Twice a month, we will host professional development on SART * Four times a year (twice each semester via Annual Title I and Data Team meetings), we will host professional development covering RTI2-B Tier 1 and Tier 2</p> <p>Effectiveness -----</p> <p>* Twice a month, we will host professional development on SART to 95-100 % of our parents * Four times a year (twice each semester via Annual Title I and Data Team meetings), we will host professional development covering RTI2-B Tier 1 and Tier 2 for 95-100% of our parents</p>	Eric Cooper Principal, David Taylor Vice Principal	05/24/2024		

<p>Effectiveness</p> <p>-----</p> <p>* Daily checks for 100% accurate attendance * Bi-monthly we'll hold SART meetings to clear 5% * Decrease students at risk of chronic absenteeism by 5% by monitoring 20 day reports * Increase attendance by 5% (97%) by monitoring 20 day reports * Weekly parent contact logs reflect that all teachers contact at least 3 parents/guardians.</p>					
<p>[S 4.3] Parent, Family, and Community Engagement Rationale -----</p> <p>* Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior. Supporting Data -----</p> <p>* At Manassas High School, the suspension rate decreased by 3.6% in the 2022-23 school year.</p> <p>Benchmark Indicator Implementation</p> <p>* Twice a month, we will host professional development on SART for our parents (we will utilize parent sign ins and QR Codes) * Four times a year, we will host professional development covering RTI2-B Tier 1 and Tier 2 (we will utilize parent sign ins and QR Codes)</p>	<p>[A 4.3.1] Additional Resources for At-Risk Students Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>* Administrators, counselor, teachers, and support staff will meet weekly to track attendance, grades and behavior of students identified as at-risk to reduce truancy rates, increase student achievement, and reduce suspensions and expulsions in an effort to increase the graduation rate. . Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Monitor 20 day reports to identify students at risk of high chronic absenteeism</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance.</p>	<p>Eric Cooper Principal, David Taylor Vice Principal</p>	<p>05/24/2024</p>		

<p>* We will host both Annual Title I and Data Team meetings at least twice a year (we will utilize parent sign ins and QR Codes)</p> <p>* We will host parent/teacher conferences at least twice a year (we will utilize parent sign ins and QR Codes)</p> <p>* Weekly, we will utilize digital platforms such as Blackboard and Possip to help increase our parent/family involvement</p> <p>* Each day, we will require mandatory conferences with 100% of our parents of students returning from out-of-school suspension</p> <p>Effectiveness -----</p> <p>* Twice a month, we will host professional development on SART to 95-100 % of our parents based on our student enrollment</p> <p>* Four times a year (twice each semester via Annual Title I and Data Team meetings), we will host professional development covering RTI2-B Tier 1 and Tier 2 for 95-100% of our parents based on our student enrollment</p> <p>* We will aim to host both our Annual Title I and Data Team meetings at least twice a year for 95-100% of our parents based on our student enrollment</p> <p>* Weekly, will utilize digital platforms such as Blackboard and Possip to help us track our progress to 95%--100% parent/family involvement</p> <p>* Each day, we will aim to decrease our number of suspensions by at least 1%</p>	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Chronically out of school rates decrease by 5% or more by the end of the 2024 SY</p> <p>Improve attendance rates to 96.6% or more by the end of the 2024 SY</p>				
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