

Manassas High Annual Plan (2022 - 2023)

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**[G 1] Manassas HS will increase ELA on-track and mastery proficiency rates in all grades from 10.3% in 2022 to 35% in 2023.**

**\*\*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 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Support implementation of standards aligned curricula</b>                      Rationale                      -----                      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.</p>	<p><b>[A 1.1.1] A 1.1.1 Instructional Materials, Supplies, and Resources – IZone [MSCS Priority Plan - A 4.1.2]</b>                      Provide instructional materials, supplies, and/or equipment (to support the implementation of instructional programs). Examples of instructional materials, supplies, and equipment to be purchased include but are not limited to paper, notebooks, pencils notepads, portable drives, books, manipulatives, calculators, laptops, carts, desktops, tablets, and interactive panels.</p>	<p>Dr. Ramone Smith-Johnson , Instructional Facilitator , Eric Cooper, Principal</p>	<p>01/31/2023</p>		

<p>Supporting Data -----</p> <p>* Manassas High School has an "On Track/ Mastered" (OTM) rate of 10.9% in ELA on the 2022 TN Ready assessment opposed to a 4.2% OTM rate on the 2021-2022 TN Ready assessment. .</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly Informal Walkthrough data</li> <li>* Weekly Informal observation and feedback</li> <li>* Weekly PD agendas and sign-in</li> <li>* Weekly Building/ District/ IZONE Coach support</li> <li>* Bi-Weekly Mastery Connect OTM scores in ELA.</li> </ul> <p>Effectiveness -----</p> <p>* The overall Bi-Weekly Mastery Connect OTM in ELA for Manassas High will increase from 10.9% on the Spring 2022 TN Ready EOC to 35% or higher in Spring in 2023 by increasing OTM rates by 24.1% or higher.</p>					
<p><b>[S 1.2] Targeted Intervention and Personalized Learning</b> Rationale -----</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to</p>	<p><b>[A 1.2.1] A 1.3.1 RTI for At-Risk Students</b> Tier 2 and Tier3 students will participate daily in the District's technology-based RTI program (Edgenutiy, Fastbridge Illuminate, I-Ready)</p>	<p>Eric Cooper-Princip al, Vincent Spriggs- RTI Instructor, Bruce Turner-RTI Instructor,</p>	<p>05/25/2023</p>		

<p>meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data -----</p> <p>The ELA data for this SIP section reflects our student's performance during the 2021-2022 school year. Mastery Connect data reflects Q3 formative assessment with limited number of students scoring OT/M category. 14.2% of students assessed were OT/M. TCAP data reflects the cumulative data from the 2021-2022 year for academic performance in ELA. 8.9% of students were OT/M on the TCAP assessment.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ul style="list-style-type: none"> <li>* Quarterly RTI differentiated training PD sessions and sign in sheets</li> <li>* Monthly progress monitoring data reports with a focus on deficit areas</li> <li>* Monthly data team meetings agendas and sign-in sheets</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Monthly progress monitoring data will be analyzed to assess level of effectiveness.</li> </ul>		<p>SPED Advison-Dr. Shawn Young</p>			
	<p><b>[A 1.2.2] A 1.3.2 Tiered Tasks Using Blended Learning Station Rotations</b> All teachers will provide daily tiered tasks using</p>	<p>Principal-Eric Cooper, Vice Principal-Trent</p>	<p>05/25/2023</p>		

	blended learning station rotations to move Tier 3 and Tier 2 students to Tier 1	on Watson, Instructional Facilitator-Dr. Ramone Smith-Johnson , Tierney Armour- Instructional Literacy Coach			
	<b>[A 1.2.3] A 1.3.3 Double-Dosing for TN Ready</b> Students enrolled in TNReady content areas will receive double dose instruction to decrease the number of students performing in the below basic by 50% and increase the number of students on track or mastered by 10%	Teacher-Mya Benson, Teacher-Micha el Mullins	05/25/2023		
	<b>[A 1.2.4] A 1.3.4 Co-Teaching for Students with Disabilities</b> Students with disabilities will receive daily co-teaching services in their ELA classes	Teacher-Mya Benson, Teacher-Micha el Mullins, Co-Teacher-Vi ncent Spriggs, Co-Teacher-Br uce Turner	05/25/2023		
	<b>[A 1.2.5] A 1.3.5 Educational Assistants [MSCS Priority Plan - A 3.2.2]</b> Educational assistants will be hired to assist priority schoolteachers with daily instruction and intervention.	Eric Cooper, Principal	06/30/2023		
	<b>[A 1.2.6] A 1.3.6 Interventionists [MSCS Priority Plan - A 3.2.4]</b> Interventionists will be hired for IZone/Priority schools to increase academic achievement in reading and mathematics.	Eric Cooper, Principal	06/30/2023		
<b>[S 1.3] S 1.3 Recruit, retain, and hire highly effective educators</b> Rationale -----  *Provide effective teachers in ELA for all students in grades 9-12. *	<b>[A 1.3.1] A 1.4.1 Signing/Retention Bonuses</b> Teachers will receive an \$1000 signing/retention bonus for teaching at an IZone School.	Assistant Superintendent IZone 2.0-Dr. Thomas Rogers	05/25/2023		

Supporting Data

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The ELA data for this SIP section reflects our student's performance during the 2021-2022 school year. Mastery Connect data reflects Q3 formative assessment with limited number of students scoring OT/M category. 14.2% of students assessed were OT/M. TCAP data reflects the cumulative data from the 2021-2022 year for academic performance in ELA. 8.9% of students were OT/M on the TCAP assessment.

**Benchmark Indicator**

Implementation

Weekly classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.

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School Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.

<p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly school-level PD for parents to learn effective strategies to help students reach the school's ELA goal.</p> <p>Effectiveness</p> <ul style="list-style-type: none"> <li>* 95% of highly effective teachers will be retained for the following year.</li> <li>* Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.</li> <li>* Quarterly progress reports and report cards showing all students receiving passing grades at 70% or higher in each subject area.</li> </ul>					
	<p><b>[A 1.3.2] A 1.4.2 Improving School Culture</b>  Teachers will participate on school Insight Teams to develop plans for improving school culture and provide opportunities to leverage teacher leadership.</p>	<p>Eric Cooper, Principal</p>	<p>05/25/2023</p>		
	<p><b>[A 1.3.3] A 1.4.3 Mentoring</b>  Each novice teacher (1-3 years) will be paired with a mentor to meet with weekly (school level) and twice per month (district level)</p>	<p>Eric Cooper, Principal</p>	<p>05/25/2023</p>		

**[G 2] Manassas High will increase Math on-track and mastery proficiency rates in all grades from 4.5% to 20% in 2023.**

\*\*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 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] S 2.1 Standard Aligned Core Instruction 6 Actions</b> Rationale ----- 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>Supporting Data ----- The Math section of the SIP reflects data from the 2021-2022 school year. 3.7% of students met expectations. 33.3 % of students were on grade level when taking the I-Ready assessment. 86% of students were below grade level according to the TCAP assessment.</p> <p><b>Benchmark Indicator</b> Implementation:</p>	<p><b>[A 2.1.1] A 2.1.1 Instructional Resources – IZone [MSCS Priority Plan - A 4.1.2]</b> Provide instructional materials, supplies, and/or equipment (to support the implementation of instructional programs). Examples of instructional materials, supplies, and equipment to be purchased include but are not limited to paper, notebooks, pencils notepads, portable drives, books, manipulatives, calculators, laptops, carts, desktops, tablets, and interactive panels.</p>	<p>Dr. Ramone Smith-Johnson , Instructional Facilitator, Eric Cooper, Principal</p>	<p>01/31/2023</p>		

<p>* Bi-Weekly Discipline and Chronic Absenteeism reports</p> <p>* Quarterly Benchmark data</p> <p>* Bi-Weekly Classroom walkthrough reports</p> <p>* Quarterly Collaborative Planning Session agenda and sign in</p> <p>* Quarterly Professional Development agenda and sign in</p> <p>Effectiveness:</p> <p>* Manassas High School has an "On Track/ Mastered" (OTM) rate of 10.9% in Math on the 2022 TN Ready assessment opposed to a 4.2% OTM rate on the 2021-2022 TN Ready assessment through quarterly benchmarks.</p>					
	<p><b>[A 2.1.2] A 2.1.2 Intervention Period</b></p> <p>Manassas High School students attend school an additional hour each day to receive intervention in math class in order to increase their academic achievement.</p>	<p>Dr. Ramone Smith-Johnson -Instructional Facilitator, Kristen Cox-Teacher, Karl Kreitlein-Teacher, Pablo Schwilch-Teacher, William Kinard-IZone Math Advisor, Eric Cooper, Principal</p>	<p>05/25/2023</p>		
	<p><b>[A 2.1.3] A 2.1.3 Performance-Based Objective</b></p> <p>All Math teachers will incorporate the Educational Epiphany Performance-Based Objectives into their daily lessons. Students will be provided equitable access to learning/understanding the PBO's daily, in order to meet the demands of the TN State Math standards and to achieve on-track/mastery level proficiency on Math formative and summative</p>	<p>Dr. Ramone Smith-Johnson -Instructional Facilitator, Kristen Cox-Teacher, Karl Kreitlein-Teacher, Pablo</p>	<p>05/25/2023</p>		



	assessments (school-level CFA, District Benchmarks, and TN Ready)	Schwilch-Teacher, William Kinard-IZone Math Advisor, Eric Cooper, Principal			
	<p><b>[A 2.1.4] A 2.1.4 School-Based Instructional Walkthroughs-Cycle of Professional Learning (CPL)</b></p> <p>ILT (Instructional Leadership Team) will conduct informal observations to determine needs for the Cycle of Professional Learning, design professional development, and implement safe practice with faculty</p>	ILD-Alisha Kiner, Principal-Eric Cooper, Vice Principal, Trenton Watson, Instructional Facilitator- Dr. Ramone Smith-Johnson , Tierney Armour, Instructional Literacy Coach	05/25/2023		
	<p><b>[A 2.1.5] A 2.1.5 Interventionists</b></p> <p>Interventionists will be hired for IZone/Priority schools to increase academic achievement in reading and mathematics.</p>	Eric Cooper, Principal	06/30/2023		
	<p><b>[A 2.1.6] A 2.1.6 Educational Assistants</b></p> <p>DescriptionEducational assistants will be hired to assist priority school teachers with daily instruction and intervention.</p>	Eric Cooper, Principal	06/30/2023		
<p><b>[S 2.2] S 2.2 Professional Development Rationale</b></p> <p>-----</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><b>[A 2.2.1] A 2.2.1 Content Area Professional Learning Communities (PLC)</b></p> <p>Weekly, teachers will engage in professional learning opportunities via collaborative student data analysis, sharing best practices, building assessment literacy around the standards, and looking at student work.</p>	Dr. Ramone Smith-Johnson , Instructional Facilitator, Tierney Armour, Instructional Literacy Coach	05/25/2023		

<p>Supporting Data -----</p> <p>The Math section of the SIP reflects data from the 2021-2022 school year. 3.7% of students met expectations. 33.3 % of students were on grade level when taking the I-Ready assessment. 86% of students were below grade level according to the TCAP assessment.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ul style="list-style-type: none"> <li>* Weekly ILD Coaching Support Calendar</li> <li>* Bi-weekly classroom walkthrough data reports</li> <li>* Quarterly Collaborative Planning Session agenda and sign in</li> <li>* Quarterly Professional Development agenda and sign in</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Increase Math MasteryConnect on track and mastery to 70% or above in 2023 through weekly coaching, walkthrough data reports, and quarterly professional development.</li> <li>* Increase teachers' development and execution of standards-aligned instruction to 100% weekly.</li> <li>* Principals will increase their annual performance Insight Survey Leadership Index to 8.2 or higher in Spring 2022 and build their leadership capacity by receiving coaching and feedback sessions monthly</li> </ul>					
	<p><b>[A 2.2.2] A 2.2.2 Monthly Zone Collaboratives</b> Teachers will attend the monthly IZone collaborative to build content fluency in TNReady subject areas.</p>	<p>IZone Math Instructional Advisors-William Kinard</p>	<p>03/31/2023</p>		
	<p><b>[A 2.2.3] A 2.2.3 IZone 2.0 Summer Learning Institute</b></p>	<p>Assistant Superintendent</p>	<p>07/14/2023</p>		

	<p>The purpose of the Summer Learning Institute is to present the launch of all initiatives for the 2021-2022 school year, to explain and model expectations within IZone 2.0 schools, and to build teachers' and leaders' content knowledge, and to develop competencies necessary for successfully transforming turnaround schools. The menu of virtual professional learning included the following categories: Literacy, Mathematics, Science, Leadership, Vendor Support, and other district initiatives. Sessions are available for all grade bands.</p>	<p>IZone 2.0-Dr. Thomas Rogers</p>			
	<p><b>[A 2.2.4] A 2.2.4 National Institute for Excellence in Teaching [MSCS Priority Plan - A 4.1.5] [SCS Priority Plan - A 4.3.1]</b>          Memphis Shelby County Schools will partner with National Institute for Excellence in Teaching (NIET) to raise achievement levels for all students by focusing on the most powerful lever for change: teachers and the leadership that supports them. NIET's training sessions build educator excellence to give all students the opportunity for success with a focus on student engagement and standards aligned instruction. Participants will develop an understanding of tools and research-based practices that drive students towards owning their own learning and eliminating equity gaps to directly impact student success with aligned resources.</p>	<p>Eric Cooper, Principal, Dr. Trenton Watson, Vice Principal, Dr. Ramone Smith-Johnson , Instructional Facilitator, Tierney Armour, Instructional Literacy Coach</p>	<p>06/30/2023</p>		
	<p><b>[A 2.2.5] A 2.2.5 University of Virginia [MSCS Priority Plan - A 3.1.1]</b>          Memphis Shelby County Schools will partner with the University of Virginia to empower high school leaders to ignite system and school change by identifying and confronting the greatest challenges in establishing conditions for high performance across the collective group of high schools on the state-identified priority list. Ensure high school leadership teams have strong entry plans for the 2021-22 school year and build the capacity of instructional leadership skills to advance bold outcomes.</p>	<p>Eric Cooper, Principal, Dr. Trenton Watson, Vice Principal</p>	<p>06/30/2023</p>		

	<p><b>[A 2.2.6] A 2.2.6 The Principal's Center [MSCS Priority Plan - A 3.1.7]</b></p> <p>The Principal's Center (TPC) at the Harvard Graduate School of Education is committed to the support and development of school leaders around the world. Through professional development programs and an extensive learning community, TPC assists educational leaders in leading change to ensure all students have access to a high-quality education. TPC offers coursework and support to enrollees.</p>	<p>Eric Cooper, Principal, Dr. Trenton Watson, Vice Principal</p>	<p>06/30/2023</p>		
	<p><b>[A 2.2.7] A 2.2.7 Reading Apprenticeship [MSCS Priority Plan - A 4.1.12]</b></p> <p>Reading Apprenticeship is designed to provide educators with a strong understanding of the Reading Apprenticeship Framework which transforms instruction, strengthens literacy, and builds success. The Reading Apprenticeship Framework includes five dimensions: social dimension (builds collaboration), personal dimension (builds academic identity), cognitive dimension (builds self-monitoring comprehension), knowledge dimension (builds disciplinary knowledge), and metacognitive conversation (conversation and thinking about thinking). High school participants will experience best practices and tools for inquiry-driven instruction and come away with evidence-based teaching routines that increase student engagement, collaboration, and reading comprehension. Learning activities include reading, analyzing classroom videos, collaborating in online discussions, and more. Participants will learn how to: Recognize and model for students the reading strategies you use as an expert reader in your subject area. Engage students in understanding their own thinking processes--the power of metacognition. Integrate and accelerate students' subject area learning and subject area literacy. Foster learning dispositions of persistence, stamina, problem-solving, and collaboration. Turn the sustained work of learning back to students,</p>	<p>Eric Cooper, Principal</p>	<p>06/30/2023</p>		

	successfully plan lessons that incorporate all dimensions of the Reading Apprenticeship Framework.				
	<p><b>[A 2.2.8] A 2.2.8 Content Managers [MSCS Priority Plan - A 4.1.9]</b></p> <p>Content managers will work side-by-side with advisors and coaches in school settings to provide real-time feedback related to standards-aligned instruction and coaching practices, as learned from our national vendor: Learning Forward. The content managers lead people, manage curriculum content and coach coaches who support teachers in the classroom setting.</p>	Eric Cooper, Principal, Dr. Ramone Smith-Johnson , Instructional Facilitator	05/25/2023		
	<p><b>[A 2.2.9] A 2.2.9 Vice Principal [MSCS Priority Plan - A 3.2.3]</b></p> <p>The Vice Principal will provide shared learning, purpose, action, and responsibility to supplement instructional leadership in one of our most challenging high schools to ensure capacity building with Instructional Leadership Teams, while planning for a school leadership succession plan.</p>	Eric Cooper	09/30/2022		
<p><b>[S 2.3] S 2.3 Targeted Interventions and Personalized Learning</b></p> <p>Rationale</p> <p>-----</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>-----</p> <p>The Math section of the SIP reflects data from the 2021-2022 school year. 3.7% of students met expectations. 33.3 % of students were on grade</p>	<p><b>[A 2.3.1] A 2.3.1 Tiered Tasks Using Blended Learning Station Rotations</b></p> <p>All teachers will provide daily tiered tasks using blended learning station rotations to move Tier 3 and Tier 2 students to Tier 1</p>	Eric Cooper, Principal, Dr. Trenton Watson, Vice Principal, Dr. Ramone Smith-Johnson , Instructional Facilitator, Tierney Armour, Instructional Literacy Coach	05/25/2023		

<p>level when taking the I-Ready assessment. 86% of students were below grade level according to the TCAP assessment.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ul style="list-style-type: none"> <li>* Quarterly RTI differentiated training PD sessions and sign-in sheets</li> <li>* Monthly progress monitoring data reports with a focus on deficit areas</li> <li>* Monthly data team meetings agendas and sign-in sheets</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Increase Math MasteryConnect on track and mastery to 70% or above in 2023 through quarterly and monthly progress monitoring and data team meetings.</li> </ul>					
	<p><b>[A 2.3.2] A 2.3.2 Double-Dosing for TN Ready</b> Students enrolled in TNReady content areas will receive double dose instruction to decrease the number of students performing in the below basic by 50% and increase the number of students on track or mastered by 10%.</p>	<p>Karl Kreitlein-Teacher, Kristen Cox- Teacher</p>	<p>05/25/2023</p>		
	<p><b>[A 2.3.3] A 2.3.3 Co-Teaching for Students with Disabilities</b> Students with disabilities will receive daily co-teaching services in their math classes.</p>	<p>Teacher-Kristen Cox, Teacher-Karl Kreitlein, Co-Teacher-Vincent Spriggs, Co-Teacher-Bruce Turner</p>	<p>05/25/2023</p>		
	<p><b>[A 2.3.4] A 2.3.4 Educational Assistants [MSCS Priority Plan - A 3.2.2]</b> Educational assistants will be hired to assist priority school teachers with daily instruction and intervention.</p>	<p>Eric Cooper, Principal</p>	<p>06/30/2023</p>		

	<b>[A 2.3.5] A 2.3.5 Interventionists [MSCS Priority Plan - A 3.2.4]</b> Interventionists will be hired for IZone/Priority schools to increase academic achievement in reading and mathematics.	Eric Cooper, Principal	06/30/2023		
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**[G 3] Manassas High School will increase the percent of Ready Graduates of 5.7% in SY22 by 70% in SY23 and increase the SY22 graduation rate of 73% to 82% in SY23.**

\*\*Student Support and Services | Best for All Strategic Plan alignment: Student Readiness\*\*

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.

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 3.1] S 3.1 ACT Preparation</b> Rationale -----</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.</p> <p>Supporting Data -----</p> <p>Manassas High School has an average 13.7 ACT score along with a 5.7% ready graduate and 73% graduation rate.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ul style="list-style-type: none"> <li>* Quarterly review of student's report card data</li> <li>* Quarterly attendance roster reviews of ACT workshops</li> <li>* Quarterly assessment through Naviance (online platform)</li> </ul>	<p><b>[A 3.1.1] A 3.1.1 Improving Student ACT Achievement</b> DeStudents will enroll in daily ACT Prep courses, each semester, for targeted content support and test-taking skills.</p>	Principal-Eric Cooper, Professional School Counselor-Zell aery Smith, Kaime Gadson-teacher, Marsharee Swift-Teacher	05/25/2023		

<p>Effectiveness:</p> <ul style="list-style-type: none"> <li>· Increase ACT prep classes at or above 70% mastery in Winter 2022 and Spring 2023</li> <li>· ACT prep classes roster to support an average of 25-30 students enrolled each semester (Winter 22 and Spring 23)</li> <li>· Increase assessment scoring to 70% on-track mastery by end of each semester (Winter 2022 and Spring 23)</li> </ul>					
	<p><b>[A 3.1.2] A 3.1.2 Improving Student Achievement</b>  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.</p>	Principal-Eric Cooper, Dr. Ramone Smith-Johnson , Instructional Facilitator, Tierney Armour, Instructional Literacy Coach, Dr. Trenton Watson, Vice Principal	05/25/2023		
	<p><b>[A 3.1.3] A 3.1.3 Professional Development Non-EOC Teachers</b>  DesSchool-based science, social studies, CCTE, Fine Arts, and World Languages teachers will attend and receive professional development quarterly to enhance their instructional strategies to increase student achievement and ensure that all students are well rounded and college and career ready.</p>	Dr. Ramone Smith-Johnson , Instructional Facilitator	05/25/2023		
<p><b>[S 3.2] S 3.2 Post-Secondary Opportunities Rationale</b>  -----</p>	<p><b>[A 3.2.1] A 3.2.1 Dual Credit and Dual Enrollment</b>  Enroll students in year-long Dual Credit Courses: American History, Intro to Plant Science, Statistics.   Students have the option to enroll in the following</p>	Eric Cooper, Principal	08/31/2022		



<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.</p> <p>Supporting Data -----</p> <p>Manassas High School has an average 13.7 ACT score along with a 5.7% ready graduate and 73% graduation rate.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ul style="list-style-type: none"> <li>* Semester review of the number of Advanced Academics courses offered per year</li> <li>* Semester review of students enrolled in each Advanced Academics course</li> <li>*</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Increase the number of Pre-AP course offerings by 5% of current offerings based on the master schedule annually.</li> </ul>	<p>semester Dual Enrollment courses offered through Southwest Tennessee Community College: Academic Seminar, English Composition I, Criminal Justice, Coding I, and Business Management</p> <p>Students have the option to enroll in the following Dual Enrollment courses offered through Moore Tech: Welding I.</p>				
	<p><b>[A 3.2.2] A 3.2.2 Offering ASVAB</b> All 11th and 12th-grade students and/or students that are at least 17 years of age, will complete the ASVAB assessment to explore military opportunities.</p> <p>The ASVAB will be offered at least four times within the school year.</p>	<p>Building Testing Coordinator, 1st Sgt Baron Hill-JROTC Instructor</p>	<p>02/10/2023</p>		

	<p><b>[A 3.2.3] A 3.2.3 Industry Certifications through CCTE</b></p> <p>In order to obtain industry certification, students will complete certification assessments in the Spring for the following courses: COMPTIA IT FUNDAMENTALS (COMPUTER SCIENCE FOUNDATIONS) COMP TIAA+ (CODING I) Microsoft Technology Associate Software Development Fundamental (CODING II) Autodesk (STEM II)</p>	<p>Dr. Ramone Smith-Johnson , Instructional Facilitator, Gerald Harris-CCTE Teacher</p>	<p>05/25/2023</p>		
<p><b>[S 3.3] S 3.3 Career Exploration and Work-Based Learning Opportunities</b></p> <p>Rationale</p> <p>-----</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>Manassas High School has an average 13.7 ACT score along with a 5.7% ready graduate and 73% graduation rate.</p> <p><b>Benchmark Indicator</b></p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Semester review of the number of Advanced Academics courses offered per year</li> <li>* Semester review of students enrolled in each Advanced Academics course</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Increase the number of Pre-AP course offerings</li> </ul>	<p><b>[A 3.3.1] A 3.3.1 College and Career Fair</b></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>Zellaery Smith, Professional School Counselor, Dr. Ramone Smith-Johnson , Instructional Facilitator</p>	<p>03/03/2023</p>		

<p>by 5% of current offerings based on the master schedule annually.</p>					
	<p><b>[A 3.3.2] A 3.3.2 College and Career Classroom Visits</b>          College Admissions Counselors and Industry Personnel will make classroom visits through ELA and CTE classes, or planned Speaker Series every 3rd Friday of the month, to familiarize students with the requirements for admissions and/or career readiness.</p>	<p>Eric Cooper, Principal, Zellaery Smith, Professional School Counselor, Dr. Ramone Smith-Johnson , Instructional Facilitator</p>	<p>05/25/2023</p>		
	<p><b>[A 3.3.3] A 3.3.3 Work/Community-Based Learning for Students with Disabilities</b>          * Weekly community work-based learning for self-contained students. Candidates will learn work-based skills at chosen hotels and hospitals. Students can transition into working full-time.          * Weekly, students with disabilities will participate in "I Am Included", a transition to work program which offers students financial literacy training, college and career planning, leadership development, and life skills while earning a stipend.</p>	<p>DEC Advisor-Dr. Shawn Young, DEC Teachers-LaShondra Reed-Miller, Darius Richardson, Elaine Currie</p>	<p>05/25/2023</p>		
<p><b>[S 3.4] S 3.4 Effective Transitions (Middle to High School to Post-Secondary)</b>          Rationale          -----          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 Manassas High School has an average 13.7 ACT score along with a 5.7% ready graduate and 73% graduation rate.          -----          -----    <b>Benchmark Indicator</b>          Implementation:</p>	<p><b>[A 3.4.1] A 3.4.1 Financial Aid Planning</b>          Parents and students will attend Financial Aid Planning night, once per semester, to receive assistance in completing the FAFSA application and explore other financial aid options.</p>	<p>Zellaery Smith, Professional School Counselor</p>	<p>03/01/2023</p>		

<ul style="list-style-type: none"> <li>* Annual review of parent and student evaluation survey data</li> <li>* Review 4-year student academic and transition plans per semester</li> <li>* Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans)</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Increase parental support of students transition period (as identified) by at least 70% annually.</li> <li>* Increase students that are on-track of reaching their post-secondary goals at a minimum of 70% annually.</li> <li>* Increase students that are on-track of reaching per their individualized educational plan at a minimum of 70% annually.</li> </ul>					
	<p><b>[A 3.4.2] A 3.4.2 Student Orientation</b>  Students will participate in Student Orientation for one week, August 1, 2022 - August 5, 2022, to learn about the history of the school and procedures, routines, and policies.</p>	Eric Cooper, Principal, Dr. Trenton Watson, Vice Principal, Dr. Ramone Smith-Johnson , Instructional Facilitator, Tierney Armour, Instructional Literacy Coach, Zellaery Smith, Professional School Counselor	08/05/2022		
	<p><b>[A 3.4.3] A 3.4.3 Freshmen Success Academy</b>  Bi-weekly support 9th graders in staying on track for graduation by tracking their attendance, behavior, and grades.</p>	Dr. Ramone Smith-Johnson , Instructional Facilitator	05/25/2023		

	<b>[A 3.4.4] A 3.4.4 Alt Academic Diploma</b> Students with disabilities enrolled in BIC, Adaptive Functional Skills, and Functional Skills will complete Alt-Academic Diploma courses in an effort to not be counted as drop-out students, which will help increase the graduation rate.	DEC Advisor-Dr. Shawn Young, DEC Teachers-LaShonda Reed-Miller, Elaine Currie, Darius Richardson	05/25/2023		
	<b>[A 3.4.5] A 3.4.5 Guidance Orientation</b> Students will be provided with counselor services and checklists (tasks to complete) throughout the year to ensure that all students remain on track to graduate.	Zellaery Smith, Professional School Counselor	05/25/2023		

**[G 4] Safe and Healthy Students**

\*\*Additional Supports\*\*

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.

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 4.1] S 4.1 Attendance and Behavior Interventions and Supports</b></p> <p>Rationale -----</p> <p>RImplement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Supporting Data -----</p> <p><b>Benchmark Indicator</b> Implementation:</p> <p>* Bi-weekly School Attendance Team meeting</p>	<p><b>[A 4.1.1] A 4.1.1 Improving Student Achievement</b></p> <p>DStudents identified by the Early Warning System in BrightBytes will be placed on an intervention list bi-weekly to be monitored by the Attendance Team in an effort to ensure that students are in attendance at school daily</p>	Dr. Trenton Watson, Vice Principal	05/25/2023		

<p>agendas and sign in sheets</p> <ul style="list-style-type: none"> <li>* Quarterly parent workshop agendas and sign in sheets</li> <li>* Bi-weekly check-in parent meeting agendas and sign in sheets</li> <li>* Weekly attendance report</li> <li>* Quarterly School Attendance Team Collaboration meeting agenda and sign in</li> <li>* Bi-weekly SART and/or SARB meeting agenda and sign in</li> <li>* Quarterly monitoring of student intervention plans with specific supports</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Chronically out of school rates decrease by 5% or more in 2023 bi-weekly.</li> <li>* Improve attendance rates to 96.6% or more in 2023 bi-weekly.</li> <li>* Incremental increase of 2% on 20-day reports for attendance rates bi-weekly.</li> </ul>					
	<p><b>[A 4.1.2] A 4.1.2 Assessing and Tracking Student Behavior</b></p> <p>DescWeekly completion of functional behavior assessments (FBA) and behavior intervention plans (BIP) for students identified by the Early Warning System, BrightBytes, PowerBi, or students that are frequent flyers for discipline issues to reduce suspension and expulsion rates for all students.</p>	<p>Professional School Counselor-Zell aery Smith, SPED Teachers-Vinc ent Spriggs, LaShondra Reed-Miller, Bruce Turner, Elaine Currie, Darius Richardson, DEC Advisor-Dr. Shawn Young, VicePrincipal-Dr. Trenton Watson, Discipline Secretary</p>	<p>05/25/2023</p>		

	<p><b>[A 4.1.3] A 4.1.3 Restorative Practices</b>  ISS coordinator will provide conflict management/resolution skills, supervised study, and restorative conferencing to decrease the number of students absent for out-of-school consequences.</p>	ISS Coordinator-Roderick Mason	05/25/2023		
	<p><b>[A 4.1.4] A 4.1.4 Acknowledgement System RTI2-B</b>  Our RTI2 -B Leadership Team investigated several options for positively acknowledging students and faculty; and, family and community. The purpose of the acknowledgement system for students is to promote a positive culture within the building and to encourage and motivate students to be the best they can be. The purpose of the acknowledgement system for faculty, family and community is to show appreciation for their support. There is an acknowledgement system matrix for each group. As a team, we determined that our school will use the ticket system as a part of the acknowledgement system. When students are showing Tiger PRIDE he or she is given a Tiger Pride Ticket. These tickets are entered in a weekly drawing for various prizes. Students who have not received a written referral in a grading period will be treated to a celebration in our school gym (once we return physically) It will start over every 9- weeks. Students who have not received a written referral in a semester will be treated to an off-campus field trip. It will start over each semester.</p> <p>Recognizing student of the month.</p>	Dr. Trenton Watson, Vice Principal	05/25/2023		
	<p><b>[A 4.1.5] A 4.1.5 SART meetings and Intervention Plans [MSCS Priority Plan - A 1.1.3]</b>  Flagged students will have their SART meetings conducted and intervention plans developed within 3 days of being flagged.</p>	Eric Cooper, Principal, Zellaery Smith, Professional School Counselor, Dr. Trenton Watson, Vice Principal	12/16/2022		

	<p><b>[A 4.1.6] A 4.1.6 Monitoring Student Attendance [MSCS Priority Plan - A 1.1.2]</b>  Priority schools will utilize a streamlined process for monitoring student attendance and tracking at-risk (5-8% attendance rate) or chronically absent (10% attendance rate or higher) students.</p>	Eric Cooper, Principal, Sharon Farley, Attendance Clerk	05/25/2023		
	<p><b>[A 4.1.7] A 4.1.7 Thoughtful Learning Social Emotional Learning Curriculum [MSCS Priority Plan – A 4.1.6]</b>  Memphis Shelby County Schools will partner with Thoughtful Learning* *to provide teacher resource materials,* In Focus*, and professional development supporting the use of *In Focus* materials effectively*. In Focus *is a teaching resource filled with 10-15 minute lessons that help K-8th grade students develop their social and emotional intelligence. Students need this critical form of intelligence to successfully navigate the challenges, relationships, and experiences they encounter throughout their school years and later in life. *In Focus* helps students do the following:</p> <ul style="list-style-type: none"> <li>* Improve their intellectual development and academic performance</li> <li>* Elevate their awareness, management, and expression of feelings</li> <li>* Develop focusing and attention skills</li> <li>* Reduce bullying and impulsive behavior</li> <li>* Learn how to deal with conflict and stress</li> <li>* Elevate self-esteem and confidence</li> <li>* Strengthen social skills</li> <li>* Increase sensitivity and empathy</li> <li>* Build self-reflection and self-awareness skills</li> <li>* Develop problem-solving skills</li> <li>* Improve teamwork and collaboration skills</li> <li>* Increase social and emotional intelligence</li> </ul>	Eric Cooper, Principal, Zellaery Smith, Professional School Counselor	06/30/2023		
<p><b>[S 4.2] S 4.2 Professional Development Rationale</b>  -----  Provide ongoing, high quality professional</p>	<p><b>[A 4.2.1] A 4.2.1 Professional Development-Parents</b>  Provide quarterly workshops, material, and other training opportunities, using a variety of delivery systems to support parents in understanding the</p>	Dr. Ramone Smith-Johnson , Instructional Facilitator, Tierney	05/02/2023		



<p>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><b>Benchmark Indicator</b> Implementation:</p> <ul style="list-style-type: none"> <li>* Weekly Attendance Reports</li> <li>* Quarterly PD agenda and sign in sheets</li> <li>* Monthly Attendance Team meeting and sign in sheets</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Chronically out of school rates decrease by 5% or more in 2023 bi-weekly.</li> <li>* Incremental increase of 2% on 20-day reports for attendance rates bi-weekly.</li> </ul>	<p>importance of daily school attendance, as well as the opportunities available for high school graduates.</p>	<p>Armour, Instructional Literacy Coach, Zellaery Smith, Professional School Counselor</p>			
	<p><b>[A 4.2.2] A 4.2.2 Tiered and Differentiated Instruction</b> Teachers will participate in monthly professional development designed to provide them with differentiation, engagement, and strategies to help them reach all learners, including those who are frequently absent.</p>	<p>Principal-Eric Cooper, Professional School Counselor- Zellaery Smith, Dr. Ramone Smith Johnson, Instructional Facilitator, Tierney Armour, Instructional Literacy Coach, Sped Department Chair-Lashond ra Reed-Miller</p>	<p>05/25/2023</p>		

	<p><b>[A 4.2.3] A 4.2.3 Professional Development-Dept. of Except. Children Teachers</b>  DEC teachers will participate in monthly training for monitoring the behavior/discipline of students with disabilities. Teachers will learn replacement strategies, receive de-escalation training and behavior tools to deal with unwanted behaviors in the classroom.</p>	DEC Advisor-Dr. Shawn Young, DEC Lead Teacher-Dr. LaShondra Reed-Miller, All DEC Teachers	05/25/2023		
	<p><b>[A 4.2.4] A 4.2.4 Training [MSCS Priority Plan - A 1.1.1]</b>  School staff will be trained by the S.E.E.D. (Student Equity Enrollment and Discipline) Department on uniform processes to monitor student attendance and intervene immediately once students reach less than a 92% attendance rate</p>	Eric Cooper, Principal	11/04/2022		
<p><b>[S 4.3] S 4.3 Parent, Family, and Community Engagement</b>  Rationale  -----  Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data  -----    Manassas High School's chronic absenteeism rate was reduced from 15.3% in 2021 to 4.4% in 2022 and the attendance rate for the 21-22 schoolyear was 97.5%</p> <p>-----  -----</p>	<p><b>[A 4.3.1] A 4.3.1 Additional Resources for At-Risk Students</b>  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. * *</p>	Eric Cooper, Principal	05/25/2023		

<p>-----</p> <p><b>Benchmark Indicator</b> Implementation</p> <p>-----</p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p> <p>Effectiveness</p> <p>-----</p> <p>Manassas High School will decrease chronic absenteeism by 5% and increase parental and family engagement by 75% to support student success through bi-weekly attendance data reviews and monthly parent and family engagement programs.</p>					
	<p><b>[A 4.3.2] A 4.3.2 Parent University</b> Parent University will be held once per quarter to discuss current student achievement trends and</p>	<p>Dr. Ramone Smith-Johnson</p>	<p>05/25/2023</p>		

	provide parents with the necessary resources to support students at home.	, Instructional Facilitator			
	<p><b>[A 4.3.3] A 4.3.3 Freshmen Success Parent Meeting</b></p> <p>Every quarter parents will be provided with a list of intervention resources, and current student data (attendance/academic) to increase freshmen success for remaining on track for graduation.</p> <p>Also, parents will provide input for increasing student engagement.</p>	Dr. Ramone Smith-Johnson , Instructional Facilitator	05/25/2023		