

Manassas High School Annual Plan (2020 - 2021)

Last Modified at Sep 09, 2020 04:37 PM CDT

[G 1] Reading/Language Arts

By spring 2021, we will improve literacy, with a particular emphasis on writing. We believe improvement in this area can continue based on work done in the prior year including the implementation of new curriculum, the placement of new personnel to support reading and ELA remediation at the secondary level and the development of rigorous professional development to support overall literacy.

Performance Measure

TN Ready Assessment (HS Math 11% On Track/Mastered) All students will demonstrate 70% on-track/mastery on District Formative Assessments.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|---|--|---|---------------------------|----------------|-------|
| <p>[S 1.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Performance levels at 70% on-track/mastery on District Formative Assessments (Fall and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter/Zone Common Formative Assessments (Achievement Network) District Formative Assessment (MasteryConnect) Student Work TN Ready On Track or Mastered (annual end of course state assessment) Monthly Financial Records Agendas and sign-in sheets Weekly Lesson Plan feedback Bi-weekly informal walkthroughs Formal Observations (TEM rubric)</p> | <p>[A 1.1.1] Enhanced resources for improved instruction Secure supplies, materials, equipment and support for classroom instruction</p> | <p>Trenesha Terry-PLC Coach, Youraba Latiker-Instructional Facilitator</p> | <p>03/01/2021</p> | | |
| | <p>[A 1.1.2] One on One teacher Instructional Literacy Coach and District Literacy Coach will assist teachers in planning and delivering learning experiences that strategically build skills which meet the demands of the TN Ready standards.</p> | <p>Literacy Coach-Ryan Damek, Instructional Facilitator-Youraba Latiker, PLC Coach-Trenesha Terry</p> | <p>06/16/2021</p> | | |

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| | <p>[A 1.1.3] Extra hour of instruction Because Manassas High School has been placed into the District's I-Zone, students will receive an additional hour per day for intervention.</p> | Instructional Literacy Coach/ELA Admin Lead-Ryan Damek, ELA teachers-Brian Blaine, Michael Mullin , RTI Lead Teacher-Eric DeSquare | 06/16/2021 | | |
| | <p>[A 1.1.4] Performance Based Objectives We will use Performance Based Objectives, delivered by Educational Epiphany (from District). The objectives will be used to provide students with equitable access to what the TNReady Standards for ELA are demanding.</p> | PLC Coach-Trenesha Terry, Instructional Facilitator-Youraba Latiker, Instructional Literacy Coach-Ryan Damek, Teacher-Brian Blaine, Teacher-Michael Mullins, IZone Literacy Advisor-- | 06/16/2021 | | |
| | <p>[A 1.1.5] Informal Observations-CPL 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> | Principal-E.C., Asst. Principal-Latonya Robinson, PLC Coach-Trenesha Terry, Instructional Facilitator-Youraba Latiker, Instructional | 06/16/2021 | | |

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| | | Literacy Coach-Ryan Damek, ILT members-Karl Kreitlein, Boyce Watson, Marcenia Pilate, Retha Bell, LaShondra Reed-Miller. | | | |
| <p>[S 1.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure district and school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District Formative Assessment data - QUARTERLY student performance levels at 70% on track/mastery. IZone Formative Assessment data-QUARTERLY student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate.</p> | <p>[A 1.2.1] Weekly Content Area PLC Teachers will engage in professional learning opportunities through collaboratively looking at student data, sharing best practices, building assessment literacy around the standards, and analyzing student work.</p> | Instructional Facilitator-Youraba Latiker, PLC-Coach-Tr enesha Terry, Instructional Literacy Coach-Ryan Damek | 05/28/2021 | | |
| | <p>[A 1.2.2] Professional Development-Improve Student Engagement (Early Return Week) Prior to beginning the school year, teachers will engage in sessions that provide clear guidance of</p> | PLC-Coach-Tr enesha Terry, Instructional Facilitator-Youraba Latiker, | 08/21/2020 | | |

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| | how to effectively increase student engagement using virtual platforms. | Instructional Literacy Coach-Ryan Damek, Assistant Principal-Latonja Robinson, Principal-Eric Cooper | | | |
| | [A 1.2.3] Monthly Collaborative Once a month, teachers will attend the IZone collaboratives to build content fluency in TNReady subject areas. | Intructional Literacy Coach-Ryan Damek, IZone ELA Instructional Advisors-Quintina Merriweather and Janet Rutherford. | 03/31/2021 | | |
| | [A 1.2.4] IZone 2.0 Summer Learning Institute The purpose of the Summer Learning Institute is to present the launch of all initiatives for the 2020-2021 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. | IZone director: Dr. Thomas Rogers | 07/17/2020 | | |
| [S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. | [A 1.3.1] RTI for Struggling Students The district's RTI program is technology based (Edgenutiy, Fastbridge Illuminate, I-Ready) and will be used for students in need of Tier 2 and Tier 3 intervention. | Instructional Literacy Coach-Ryan Damek, Mr. DeSquare- RTI Instructor, SPED Advison-Dr. | 06/16/2021 | | |

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| <p>Benchmark Indicator District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance outcome 70% on-track/mastery. Progress monitoring from the universal screener/FastBridge will provide feedback data on the impact of targeted intervention and personalized learning. QUARTERLY student performance outcome 70% on-track/mastery. (Illuminate/Fast Bridge and Edgenuity My Path Reading (9-12)) RTI2 instructional tool data review – WEEKLY student performance outcome 70% on-track/mastery. TN Ready Assessment and End of Course (EOC) - ANNUALLY meeting AMOs for identified targeted subgroups. Lesson Plan audits-weeklyProgress monitoring - (progress reports/report card) quarterly</p> | | Shawn Young, Teacher-Yusef Shabazz, Teacher-Vince nt Spriggs | | | |
| | <p>[A 1.3.2] Tiered Lesson Planning All teachers will provide tiered lessons daily in an effort to move Tier 3 students to Tier 1.</p> | Asst. Principal-Latona Robinson, PLC Coach-Trenesha Terry, Instructional Facilitator-Youraba Latiker, Instructional Literacy Coach-Ryan Damek | 06/16/2021 | | |
| | <p>[A 1.3.3] Double Dosing for TNReady 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> | Teacher-Brian Blaine, Teacher-Michael Mullins, Teacher-Ryan Damek | 06/16/2021 | | |
| | <p>[A 1.3.4] Co-Teaching for SWD Students with disabilities will receive co-teaching services in their ELA and Math classes</p> | Teacher-Brian Blaine, Teacher-Micha | 06/16/2021 | | |

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| | | el Mullins, Co-Teacher-Vincent Spriggs, Co-Teacher-Erick DeSquare, Co-Teacher-Yusef Shabazz | | | |
| | <p>[A 1.3.5] Small Group Intervention Students with less than a 75% mastery on any standard taught during the week (Monday-Friday) will attend small group intervention on Fridays. This will take place weekly.</p> | Instructional Literacy Coach-Ryan Damek, Teachers-Brian Blaine, Michael Mullins, Erick DeSquare, Vincent Spriggs | 06/11/2021 | | |
| <p>[S 1.4] Recruit, retain, and hire highly effective educators Provide effective teachers in ELA classes.</p> <p>Benchmark Indicator Quarterly observations Weekly walkthroughs using the IPG Benchmark Assessments (quarterly) Zone Formative Assessments (quarterly) Increase school level TVAAS for English to a 3 (End of Course) Meet AMO targets (End of Course) Sign-In Sheets</p> | <p>[A 1.4.1] Signing Bonuses Teachers will receive a \$1000 signing bonus for teaching at an IZone School.</p> | Assistant Superintendent IZone 2.0- Dr. Thomas Rogers | 06/16/2021 | | |
| | <p>[A 1.4.2] Improving School Culture Teachers will pick the Teacher Led Committee of their choice. These committees offer each teacher a leadership role.</p> | Principal-Eric Cooper | 06/16/2021 | | |
| | <p>[A 1.4.3] Mentoring 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> | Principal-Eric Cooper | 06/16/2021 | | |
| | <p>[A 1.4.4] Monthly Collaborations All teachers will meet with PLC Coach, Instructional Facilitator, and Instructional Literacy Coach to</p> | PLC Coach-Trenesha Terry, | 05/28/2021 | | |

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| | ensure instructional planning/delivery and receive support as needed. | Instructional Facilitator-Youraba Latiker, Instructional Literacy Coach-Ryan Damek | | | |
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[G 2] Mathematics

By spring 2021, we will improve 9-12 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications.

Performance Measure

TN Ready Assessment (HS Math 11% On Track/Mastered) All students will demonstrate 70% on-track/mastery on District Formative Assessments.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|--|--|---|---------------------------|----------------|-------|
| <p>[S 2.1] Standards-Aligned Core Instruction Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Benchmark Indicator Performance levels at 70% on-track/mastery on District Formative Assessments (Fall and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter- Zone Common Formative Assessments (Achievement Network) District Formative Assessment (MasteryConnect) Student Work TN Ready On Track or Mastered (annual end of course state assessment) Monthly Financial Records Agendas and sign-in sheets Weekly Lesson Plan feedback Bi-weekly informal walkthroughs Formal Observations (TEM rubric)</p> | <p>[A 2.1.1] Enhanced resources for improved instruction Secure supplies, materials, equipment and support for classroom instruction.</p> | PLC Coach-Trenes ha Terry | 03/01/2021 | | |
| | <p>[A 2.1.2] One on One teacher PLC Coach, District Math Coaches, and Math Content Lead will assist teachers in planning and delivering learning experiences that strategically build fluency skills and conceptual understanding</p> | PLC Coach-Trenes ha Terry, Instructional Facilitator-Youraba Latiker, | 06/16/2021 | | |

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| | which meet the demands of the TNReady standards for math. | IZone Math Coaches: William Kinard, Randal Vincent, Kevin Mattice, ILT Math-Karl Kreitlein | | | |
| | [A 2.1.3] Extra hour of instruction Because Manassas High School has been placed into the District's IZone, students will receive an additional hour per day for ntervention. | PLC Coach/Math Admin Lead-Trenesha Terry, Math Teachers- Kaime Gadson, Kristin Cox, Emmanuel Abrefa, Karl Kreitlein | 06/16/2021 | | |
| | [A 2.1.4] Performance Based Objective We will use Performance Based Objectives, delivered by educational Epiphany (from District). The objectives will be used to provide students with equitable access to what the TNReady Standards for Secondary Mathematics are demanding. | PLC Coach-Trenesha Terry, Instructional Facilitator- Youraba Latiker, Instructional Literacy Coach-Ryan Damek, Teachers-Emmanuel Abrefa, Kristin Cox, Karl Kreitlein, IZone Math Advisors- William Kinard, Randal Vincent, Kevin Mattice | 06/16/2021 | | |

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| | <p>[A 2.1.5] Informal Observations-CPL 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> | Principal-Eric Cooper, Asst. Principal-Laton ja Robinson, PLC Coach-Trenesha Terry, Instructional Facilitator-Youraba Latiker, Instructional Literacy Coach-Ryan Damek, ILT members-Karl Kreitlein, Boyce Watson, Marcenia Pilate, Retha Bell, LaShondra Reed- | 06/16/2021 | | |
| <p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Benchmark Indicator Instructional Leadership Team (ILT) meetings – MONTHLY at 85% attendance to ensure school leaders are attending and obtaining the knowledge shared during meetings. Zone meetings, and small-group ILT sessions - MONTHLY at 85% overall attendance rate. IPG and walk-through observation data - WEEKLY at 80% fidelity implementation of practices that were presented during ILT and Zone meetings and sessions. District</p> | <p>[A 2.2.1] Weekly Content Area PLC Teachers will engage in professional learning opportunities through collaboratively looking at student data, sharing best practices, building assessment literacy around the standards, and analyzing student work.</p> | Instructional Facilitator-Youraba Latiker, PLC Coach-Trenesha Terry, Instructional Literacy Coach-Ryan Damek | 05/28/2021 | | |

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| <p>Formative Assessment data- Quarterly student performance levels at 70% IZone Formative Assessment data-Quarterly student performance levels at 70% on track/mastery. Professional Learning Zone (PLZ) transcript data-Ongoing at 85% overall attendance rate.</p> | | | | | |
| | <p>[A 2.2.2] Professional Development-Improve Student Engagement (Early Return Week) Prior to beginning the school year, teachers will engage in sessions that provide clear guidance of how to effectively increase student engagement using virtual platforms.</p> | <p>PLC-Coach-Trenesha Terry, Instructional Facilitator-Youraba Latiker, Instructional Literacy Coach-Ryan Damek, Assistant Principal-Latonya Robinson, Principal-Eric Cooper</p> | <p>08/21/2020</p> | | |
| | <p>[A 2.2.3] Weekly Collaborative Once per week, teachers will meet with IZone Math Advisors to build content fluency in TNReady subject areas</p> | <p>PLC Coach-Trenesha Terry, IZone Math Instructional Advisors- Kevin Mattice, William Kinard, Randal Vincent</p> | <p>06/16/2021</p> | | |
| | <p>[A 2.2.4] IZone 2.0 Summer Learning Institute The purpose of the Summer Learning Institute is to present the launch of all initiatives for the 2020-2021 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</p> | <p>Superintendent for IZone Schools-Dr. Thomas Rogers</p> | <p>07/17/2020</p> | | |

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| | initiatives. Sessions are available for all grade bands. | | | | |
| <p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.</p> <p>Benchmark Indicator District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student performance outcome 70% on-track/mastery. Progress monitoring from the universal screener/ Illuminate/Fast Bridge and iReady will provide feedback data on the impact of targeted intervention and personalized learning. QUARTERLY student performance outcome 70% on-track/mastery. RTI2 instructional tool data review – WEEKLY student performance outcome 70% on-track/mastery. TN Ready Assessment and End of Course (EOC) - ANNUALLY meeting AMOs for identified targeted subgroups. Lesson Plan audits-weeklyProgress monitoring - (progress reports/report card) quarterly</p> | <p>[A 2.3.1] RTI for Struggling Students The district's RTI program is technology based (Edgenutiy, Fastbridge Illuminate, I-Ready) and will be used for students in need of Tier 2 and Tier 3 intervention.</p> | <p>Instructional Literacy Coach-Ryan Damek, Mr. DeSquare- RTI Instructor, SPED Advison-Dr. Shawn Young, Teacher-Yusef Shabazz, Teacher-Vince nt Spriggs</p> | 06/16/2021 | | |
| | <p>[A 2.3.2] Tiered Lesson Planning All teachers will provide tiered lessons daily in an effort to move Tier 3 students to Tier 1.</p> | <p>Asst. Principal-Laton ja Robinson, PLC Coach-Trenes ha Terry, Instructional Facilitator-Your aba Latiker, Instructional Literacy Coach-Ryan Damek</p> | 06/16/2021 | | |

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| | <p>[A 2.3.3] Double Dosing for TNReady 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> | Teachers-Kristin Cox, Emmanuel Abrefa, Karl Kreitlein | 06/16/2021 | | |
| | <p>[A 2.3.4] Co-Teaching for SWD Students with disabilities will receive co-teaching services in their ELA and Math classes</p> | Teachers-Kristin Cox, Emmanuel Abrefa, Karl Kreitlein, Co-Teacher-Erick DeSquare, Vincent Spriggs, Yusef Shabazz | 06/16/2021 | | |
| | <p>[A 2.3.5] Small Group Intervention Students with less than a 75% mastery on any standard taught during the week (Monday-Friday) will attend small group intervention on Fridays. This will take place weekly.</p> | PLC Coach-Trenesha Terry, Teachers-Karl Kreitlein, Kristin Cox, Emmanuel Abrefa, Kaime Gadson | 06/18/2021 | | |
| <p>[S 2.4] Recruit, retain, and hire highly effective educators Provide effective teacher in Math classes.</p> <p>Benchmark Indicator Quarterly observations Weekly walkthroughs using the IPG Benchmark Assessments (quarterly) Zone Formative Assessments (quarterly) Increase school level TVAAS for English to a 3 (End of Course) Meet AMO targets (End of Course) Sign-In Sheets</p> | <p>[A 2.4.1] Signing Bonuses Teachers will receive a \$1000 signing bonus for teaching at an IZone School.</p> | Assistant Superintendent IZone 2.0- Dr. Thomas Rogers | 06/16/2021 | | |
| | <p>[A 2.4.2] Improving School Culture Teachers will pick the Teacher Led Committee of their choice. These committees offer each teacher a leadership role. Committees will meet monthly.</p> | Principal-Eric Cooper | 06/16/2021 | | |

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| | [A 2.4.3] Mentoring Each novice teacher (1-3 years) will be paired with a mentor to meet with weekly (school level) and twice per month (district level) | Principal-Eric Cooper | 06/16/2021 | | |
| | [A 2.4.4] Monthly Collaborations All teachers will meet with PLC Coach, Instructional Facilitator, and Instructional Literacy Coach to ensure instructional planning/delivery and receive support as needed. | PLC Coach-Trenes ha Terry, Instructional Facilitator-Youraba Latiker, Instructional Literacy Coach-Ryan Damek | 05/28/2021 | | |

[G 3] College and Career Readiness

Manassas Hill School willt of ready graduates through consistent progress in increasing graduation rates and the commitment to expanding EPSOs to prepare students for college and career success.

Performance Measure

Manassas High School will increase the percent of Ready Graduates by 6% and increase graduation rate with a target of 82%. The percentage of students who graduate from high school each year with a regular diploma, disaggregated by race, ethnicity, Students with Disabilities (SWD), English Language Learners (ELL), Economically Disadvantaged (ED), gender, and migrant status; the percentage of students who drop out of school, disaggregated by race, ethnicity, Students with Disabilities (SWD), English Language Learners (ELL), Economically Disadvantaged (ED), gender, and migrant status; percent of students who meet Ready Graduate criteria

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|--|--|---------------------------|---------------------------|----------------|-------|
| [S 3.1] ACT Preparation Using the TDOE ACT Prep course code, high schools will provide students access to an ACT prep course to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT. Additionally we will provide ACT-specific professional development to teachers of ACT prep courses to deliver high-quality, targeted, assessment-aligned instruction to maximize student performance both inside the ACT Prep classroom and in targeted, school based workshops for students. Provide students with opportunities beyond the traditional setting to master course content standards in order to be | [A 3.1.1] Improving Student Achievement Manassas High School will provide ACT tutoring for students, either through an outside company or teacher-led sessions to help students increase knowledge and skills needed to score 21 or higher on the ACT. | PLC Coach-Trenes ha Terry | 02/26/2021 | | |

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| <p>prepared to score a composite score of 21 or higher on the ACT.</p> <p>Benchmark Indicator Course credit - Semester grade audits;Quarterly student report card audits Spring 2021 ACT and increased ACT Benchmark Scores.</p> | | | | | |
| | <p>[A 3.1.2] Improving Student Achievement Teachers will receive training on increasing rigor in classes as well as rigorous components of an honors class to ensure that students meet the benchmarks on the the ACT</p> | <p>PLC Coach-Trenes ha Terry, Instructional Facilitator-Your aba Latiker, Instructional Literacy Coach-Ryan Damek</p> | <p>02/26/2021</p> | | |
| | <p>[A 3.1.3] Professional Development Non-EOC Teachers School based science, social studies, CCTE, Fine Arts, World Languages, Physical Education personnel will attended and receive professional development on ways to enhance their instructional strategies to increase student achievement and ensure that all students are well rounded and college and career ready.</p> | <p>Instructional Facilitator-Your aba Latiker</p> | <p>06/18/2021</p> | | |
| <p>[S 3.2] Post-Secondary Opportunities Develop and expand opportunities for all students to access multiple early post-secondary opportunities while still enrolled in high school.</p> <p>Benchmark Indicator CTE concentrators quarterly report will provide measures of students enlisted and succeeding in expanded post-secondary industry certification courses. WBL internships logs reviewed quarterly will be used to measure student participation and interests in work settings that require course work beyond basic high school graduation requirements. Annual review of number of Advanced Academics courses offered at the</p> | <p>[A 3.2.1] Increase Dual Credit Course Offerings Students have the option to enroll in the following Dual Credit Courses:American HistoryIntro to Plant ScienceSpeech and CommunicationStatistics</p> | <p>Professional School Counselor-Edit h Clark</p> | <p>08/19/2020</p> | | |

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| <p>beginning of the year in comparison to the previous year will demonstrate increases in course offerings to participate in post-secondary opportunities. student quarterly report cardsMid-term grade reports</p> | | | | | |
| | <p>[A 3.2.2] Increase Dual Enrollment Course Offerings Students have the option to enroll in the following Dual Enrollment courses offered through Southwest Tennessee Community College:Academic SeminarComputer ApplicationsEnglish Composition IStudents have the option to enroll in the following Dual Enrollment courses offered through Moore Tech:Basic Machining TechnologyElectricity for HVAC</p> | <p>Professional School Counselor-Edith Clark</p> | <p>08/19/2020</p> | | |
| | <p>[A 3.2.3] Offering ASVAB All 11th and 12th grade students and/or students that at least 17, will complete the ASVAB assessment to explore military opportunities.</p> | <p>Professional School Counselor-Edith Clark, AR-ROTC Instructors- Baron Hill, Donald Clayborn</p> | <p>06/16/2021</p> | | |
| | <p>[A 3.2.4] Industry Certifications through CCTE Students can receive the following certifications through the respective courses:COMP TIA IT FUNDAMENTALS (COMPUTER SCIENCE FOUNDATIONS) COMP TIA A+ (CODING I) Microsoft Technology Associate Software Development Fundamental (CODING II) Autodesk (STEM II)</p> | <p>Professional School Counselor-Edith Clark, Instructional Facilitator-Youraba Latiker, CCTE Teachers-Gerald Harris, Randal Griffith</p> | <p>05/14/2021</p> | | |
| <p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide students with college and career planning opportunities early (K-8) in their school careers that assist students in early high school grades with</p> | <p>[A 3.3.1] Interest Inventory All 9th graders will complete the KUDER Assessment to help identify student interests.</p> | <p>Professional School Counselor-Edith Clark</p> | <p>10/09/2020</p> | | |

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| <p>identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator WBL partnerships – quarterly reviewed. Transcript analysis will be conducted each semester to support aligned Pathways programs and student attainment of pre-requisition skills for internships and apprenticeships. Use of student career interest inventories - annually, Enrollment and course selection for 9th grade students in CCTE courses - monitored quarterly will support CCTE redesign by evaluating student investment via attendance, course selection and grades in redesign efforts.</p> | | | | | |
| | <p>[A 3.3.2] Virtual College and Career Fair 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</p> | <p>Professional School Counselor-Edith Clark, Instructional Facilitator-Youraba Latiker</p> | <p>06/16/2021</p> | | |
| | <p>[A 3.3.3] College and Career Classroom Visits College Admissions Counselors and Industry Personnel will make virtual classroom visits through ELA and CCTE classes to familiarize students with the requirements for admissions and/or career readiness.</p> | <p>Professional School Counselor-Edith Clark, Instructional Facilitator-Youraba Latiker</p> | <p>06/16/2021</p> | | |
| | <p>[A 3.3.4] CCTE WBL for SWD 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.</p> | <p>DEC Advisor-Dr. Shawn Young, DEC Teachers-LaShondra Reed-Miller, Kristie Campbell, Darius</p> | <p>06/16/2021</p> | | |

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| | | Richardson, Elaine Currie | | | |
| <p>[S 3.4] Effective Transitions (Middle School, High School, Post-Secondary) Provide programs and initiatives designed to prepare students and teachers for the smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator Individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) will be reviewed semi-annually to ensure students are on track for transitions to the next grade; transition plans (including academic and non-academic reports) - will be reviewed annually to ensure course offerings and opportunities for educational placement are available for transitioning students; 4-year student academic plans - will be reviewed annually to ensure course offerings and opportunities for educational placement are available for transitioning students; parent and student evaluation surveys will be conducted quarterly. Each semester conduct fidelity checks of updated student intervention plans resulting from transcript evaluations and intervention guidance.</p> | <p>[A 3.4.1] FAFSA Night Parents and students will attend FAFSA night to receive assistance in completing the application to receive</p> | Professional School Counselor-Edit h Clark | 12/18/2020 | | |
| | <p>[A 3.4.2] Student Orientation Students will participate in orientation for a week at the beginning of the school year to learn about history of the school and procedures, routines, and policies, and how to navigate the virtual platform Microsoft TEAMS</p> | Principal-Eric Cooper, Asst. Principal-Laton ja Robinson, PLC Coach-Trenes ha Terry, Instructional Facilitator-Your aba Latiker, Instructional Literacy Coach-Ryan Damek, | 09/04/2020 | | |

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| | | Profess. School Counselor-Edit h Clark | | | |
| | [A 3.4.3] Freshmen Success Academy Provide support for 9th graders towards being on track for graduation by tracking their attendance, behavior, and grades. | Instructional Literacy Coach/Freshm en Success Coordinator-Ry an Damek | 06/16/2021 | | |
| | [A 3.4.4] Alt Academic Diploma Self-contained students will receive an Alt-Academic Diploma in the effort to not be counted as a drop-out student, which will help increase the graduation rate. | DEC Advisor-Dr. Shawn Young, DEC Teachers-LaS hondra Reed-Miller, Kristie Campbell, Elaine Currie, Darius Richardson | 06/16/2021 | | |

[G 4] Safe and Healthy Students

Manassas High School students will have equal access to a safe learning environment. Based on gains made by Manassas High School in the area of discipline and attendance, a focus on attendance will continue to move us towards our goal.

Performance Measure

For academic year 20-21, we will reduce chronically out of school students from 34.2% in 19-20 to 20%. The number of disciplinary actions taken against students; the percentage of expulsions reported; the student attendance rate and chronic absenteeism rate evidenced will be used to measure gains.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|---|---|---|----------------------------------|-----------------------|--------------|
| [S 4.1] Behavioral Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator In order to look at attendance rates and factors that | [A 4.1.1] Improving Student Achievement Students identified by the Early Warning System in BrightBytes will be placed on an intervention list to be tracked by the attendance team in an effort to ensure that students are in attendance at school daily | Professional School Counselor-Edit h Clark, Attendance Secretary-Shar ica Payne, Asst. | 06/16/2021 | | |

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| <p>cause students to be absent from school the benchmark indicators are student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.. Attendance and suspension data - 20 day reporting period, will assist in monitoring students attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance. Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).Monitoring at-risk students weekly using BrightBytes.</p> | | <p>Principal-Latonja Robinson, ISS Coordinator-Roderick Mason</p> | | | |
| | <p>[A 4.1.2] Assessing and Tracking Student Behavior Complete functional behavior assessments (FBA) and create 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-Edith Clark, SPED Teachers-Vincent Spriggs, Yusef Shabazz, LaShondra Reed-Miller, Eric DeSquare, DEC Advisor-Dr. Shawn Young, Asst Principal-Latonja Robinson, Discipline Secretary-Sharica Payne</p> | <p>06/16/2021</p> | | |
| | <p>[A 4.1.3] Restorative Practices To provide conflict management/resolution skills, virtual supervised study, and restorative conferencing</p> | <p>ISS Coordinator-Roderick Mason, Principal-Eric Cooper</p> | <p>06/16/2021</p> | | |

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| | <p>[A 4.1.4] Acknowledgement System RTI2-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> | Asst. Principal -Latonja Robinson, RTI2-B Committee- Marsharee Swift, Kaime Gadson, Boyce Watson,Baron Hill, Edith Clark | 06/16/2021 | | |
| <p>[S 4.2] Professional Development Provide ongoing, high quality professional development at the District level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. Sign-In Sheets (Parent</p> | <p>[A 4.2.1] Professional Development-Parents Provide 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.</p> | PLC Coach-Trenes ha Terry, Instructional Facilitator-Youraba Latiker, Instructional Literacy Coach-Ryan Damek, Professional School Counselor-Edith Clark | 06/16/2021 | | |

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| Meetings) quarterly District Common Formative Assessments (Quarterly) TN Ready Annual Assessments Zone Common Formative Assessments (Quarterly) | | | | | |
| | <p>[A 4.2.2] TEAMS training and orientation for Parents</p> <p>How-to videos created specifically for parents to aid their students in navigating our virtual platform (Microsoft TEAMS). Videos are uploaded to school website for easy access for parents.</p> | <p>Media Specialist-Retha Bell, Asst. Principal-Latonia Robinson, Principal-Eric Cooper, PLC Coach-Trenesha Terry, Instructional Facilitator-Youraba Latiker, Instructional Literacy Coach-Ryan Damek</p> | 08/27/2020 | | |
| | <p>[A 4.2.3] Tiered and Differentiated Instruction</p> <p>Teachers will participate in 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>PLC Coach-Trenesha Terry</p> | 06/16/2021 | | |
| | <p>[A 4.2.4] Professional Development-Dept. of Except. Children Teachers</p> <p>DEC teachers will complete ongoing training for monitoring the behavior/discipline of students with disabilities. Teachers will learn replacement strategies, receive deescalation training and behavior tools to deal with unwanted behaviors in the classroom.</p> | <p>DEC Advisor-Dr. Shawn Young, DEC Lead Teacher-Dr. LaShondra Reed-Miller, All DEC Teachers</p> | 06/16/2021 | | |
| <p>[S 4.3] Parent, Family, and Community Engagement</p> <p>Promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of</p> | <p>[A 4.3.1] Additional Resources for At-Risk Students</p> <p>School wide committee of administrators, counselor, teachers, and support staff to track attendance, grades and behavior of students identified as at-risk to reduce truancy rates,</p> | <p>Principal-Eric Cooper</p> | 06/16/2021 | | |

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| <p>students.</p> <p>Benchmark Indicator Discipline reports - reviewed 20 day reporting cycle; attendance reports - reviewed 20 day reporting cycle; Progress reports/Report Cards (Quarterly)</p> | <p>increase student achievement, and reduce suspensions and expulsions in an effort to increase graduation rate.</p> | | | | |
| | <p>[A 4.3.2] Parent/Community Open House Conducted virtually to provide useful information for parents around getting students started virtual, provide information to access to additional needed resources for students, and to have Q&A; for parents.</p> | <p>Principal-Eric Cooper, PLC Coach-Trenesha Terry, Instructional Facilitator-Ryan Damek</p> | <p>08/27/2020</p> | | |
| | <p>[A 4.3.3] Freshmen Success Parent Meeting To supply parents with resources available for 9th grade students. To obtain input from parents around freshmen engagement.</p> | <p>Instructional Literacy Coach/Freshmen Success Coordinator-Ryan Damek</p> | <p>10/09/2020</p> | | |