

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 ELA 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 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. *Provide a rationale for choosing the strategy/intervention.*</p>	<p>[A 1.1.1] Instructional Materials, Supplies, and Resources Description ----- *Provide a brief narrative of the proposed action step.* PLC Coach will purchase instructional supplies, software, and materials to support and enhance student achievement. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Conduct school-wide scheduled needs assessments each quarter * Schedule budget analysis meetings each month * 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>* **Data and feedback from weekly Informal walkthroughs ** * **Weekly PD agendas and sign-in** * **Weekly Mentor/Mentee Agendas & Minutes** * **Quarterly Mastery Connect Data Dig Agendas & Minutes** * **Mentee Evaluation**</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* **Informal classroom observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices as identified by the rubric embedded in the district walkthrough tool. (Weekly)** * **At least 80% of students tested will meet or exceed expectations on weekly formative assessments and 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</p> <p>* 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</p> <p>* 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>[A 1.1.2] Student Academic Triathlon</p> <p>Description -----</p> <p>**Spring Academic Triathlon supports students by allowing them to compete with other students within the IZone as they prepare for ACT and EOC assessments. Students build their content knowledge and will be able to display what they have learned throughout the school year during this event. Student t-shirts, backpacks, student folders, certificates, and ribbons will be purchased to encourage and support students' participation in the Triathlon. **</p> <p>**The IZone Spring Academic Triathlon will prepare students for the following EOC exams – English I, English II, Science, Algebra I, Algebra II, and Geometry.**</p> <p>**Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the ELA/Math EOC.**</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* **Lesson Plans that include standards-aligned, weekly drills and practice in preparation for the Triathlon**</p> <p>* **Mastery Connect weekly assessment data analysis **</p> <p>* **Weekly informal walkthrough data**</p> <p>* **Annual order invoices**</p> <p>Effectiveness -----</p>	<p>Tierney Armour, PLC Coach and Breana Henderson, Literacy Coach</p>	<p>04/19/2024</p>	<p>SSIG [\$3600.00]</p>	
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	<p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* **The percentage of students scoring met/exceeded on standards-aligned, weekly Mastery Connect ELA and Math assessments will increase by at least 2%.**</p> <p>* **Informal walkthrough data will indicate that 100% of ELA and Math teachers conduct standards-aligned weekly drills and practice in preparation for students' success during the Student Academic Triathlon. **</p> <p>**Expenses**</p> <p>**120 student triathlon participants x \$15/shirt x 2 shirts/student = \$3,600.00**</p> <p>**Students will wear the t-shirts to promote camaraderie and school pride during each day of the Student Academic Triathlon.**</p>				
	<p>[A 1.1.3] Tigers Literacy Night Description -----</p> <p>**Teachers will share with parents school-wide literacy and math data, current classroom strategies, and engagement activities that will support the mastery of standards. Parents will gain knowledge and support from teachers to help their children/students increase achievement. The information shared will include current school-wide literacy and math data, classroom engagement strategies, and important upcoming academic activities. **</p> <p>**Manassas High School will increase the percentage of students meeting and/or exceeding</p>	<p>Tierney Armour, PLC Coach</p>	<p>04/19/2024</p>	<p>SSIG [\$700.00]</p>	

expectations on the EOC in ELA and Math. **

Implementation

****Quarterly documentation****

* ****Tiger Literacy Night Planning Document****

* ****Tiger Literacy Night Agenda****

* ****Tiger Literacy Night Sign-In sheets****

* ****Order Invoices****

* ****School-Wide ELA/Math student performance data****

* ****Stakeholder Survey Data****

Effectiveness

* ****At least two Tiger Literacy/Math Nights will be held during the Spring 2024 semester. ****

* ****At least 20% of ELA/Math students will be represented by a parent/guardian/family member at each Tiger Literacy/Math Night. ****

* ****Stakeholder survey data will indicate that at least 70% of survey respondents have a better understanding of academic expectations as a result of participating in the Tiger Literacy/Math Night events.****

****Expenses: Tiger Literacy/Math Nights****

****Refreshments: Refreshments: 90–100-piece Chick-Fil-A chicken mini tray, 2 fruit trays, one gallon of lemonade, one gallon of tea, 2 cases of bottled water (\$175)****

****\$175 cost/event x 2 events = \$350.00****

	<p>**Stipend for Teachers to Conduct After-School Tiger Literacy/Math Nights: Teachers will be paid a nominal stipend to conduct the After-School Tiger Literacy/Math Nights**</p> <p>**3 Teachers/night x 2 Nights x 2 Hours/Night x \$25.00/hr = \$300.00 + \$50.00 benefits, etc. = \$350.00 **</p> <p>**Total: \$700.00**</p> <p>-----</p>				
	<p>[A 1.1.4] Very Intelligent People (VIP) Incentive Program</p> <p>Description</p> <p>-----</p> <p>**The Very Intelligent People (VIP) Incentive Program is open to all MHS students who show quarterly improvement in the areas of attendance, academics, and/or behavior.**</p> <p>**Alignment to Need – The VIP (VIP) Incentive Program seeks to encourage students who are “on the cusp” of experiencing sustained academic success. Students targeted for this incentive program are those who have a G.P.A. of 2.75 or higher, a conduct grade of S or better, attendance rates between 85% and 94%, and who have no more than 1-2 minor behavior infractions. Typically, these students do not qualify for the National Honors Society, nor are they recognized during honors programs because they don’t meet the established criteria for Honor Roll, Principals’ list, perfect attendance, or behavioral honors. The goal of the incentive program is to encourage and expand the achievement of all students, in particular, the “bubble students”, from quarter to quarter. **</p>	<p>David Taylor - Vice Principal, Tierney Armour - PLCC, Breana Henderson - Literacy Coach</p>	<p>05/17/2024</p>	<p>SSIG [\$1300.60]</p>	

Implementation

****Quarterly Implementation****

- * **VIP Incentive Program Posters (Criteria)**
- * **VIP Incentive Program Posters (Inductees)**
- * **Order Invoices**
- * **VIP Incentive Program Data Analysis Forms (GPA data, attendance data, behavioral data)**
- * **VIP Incentive Program Inductee Rosters**
- * **Book Study/Discussion Session Sign-in Sheets**

Effectiveness

****Quarterly Effectiveness Measures****

- * **At least 20% of students meeting the VIP Incentive Program Criteria achieve at least two of the following growth measures: 5%+ increase in attendance rate, 0.25+ point increase in grade point average, 50% decrease in behavior infractions. **
- * **At least 20 students will be inducted into the VIP Incentive Program for each of the two induction ceremonies. There will be a total of at least 40 inductees for the Spring 2024 semester.**
- * **At least 50% of inductees participate in the three-week book study of *A Self-Guided Workbook for Highly Effective Teens.***

****Expenses – Very Intelligent People Incentive Program****

****Customized Lanyards****

	<p>***40 Student Inductees x \$3.12/lanyard x 2 Induction Ceremonies = \$249.60**</p> <p>**Certificates (Pack of 15) & Posters to Cover Both Ceremonies**</p> <p>***7 Packs of Certificates x \$8.00/pack = \$56.00**</p> <p>***10 VIP Incentive Program Posters x \$16.00/posters = \$160.00**</p> <p>**A Self-Guided Workbook for Highly Effective Teens by Steven Covey**</p> <p>***80 Books x \$10.00 = \$800.00**</p> <p>**Shipping = \$35.00**</p> <p>** **</p> <p>**Grand Total = \$1,300.60**</p>				
<p>[S 1.2] Professional Development ****</p> <p>-----</p> <p>Rationale</p> <p>-----</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>-----</p> <p>*If this is an existing strategy/intervention, provide</p>	<p>[A 1.2.1] Teacher Mentors Description</p> <p>-----</p> <p>**Teacher Mentor(s) will be used to support new and struggling teachers around literacy/ELA. Teachers and teacher mentors will meet weekly after school, conduct weekly instructional observations aligned to performance rubric (ILT). Support hours will be documented through sign-in logs, mentee evaluation/survey on the supports provided.**</p> <p>**In addition to support with implementing effective instructional and assessment strategies, ELA teachers will be supported in mastering skills necessary to utilize new digital platforms designed to differentiate/tier instruction. Struggling teachers will also collaborate with mentors through PLCs and professional development opportunities and focus on instructional practices 1-4.**</p> <p>Implementation</p>	<p>Tierney Armour, PLC Coach and Breana Henderson, Literacy Coach</p>	<p>05/01/2024</p>	<p>SSIG [\$2000.00]</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>* 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>* **Annually** + **Prioritize and narrow down instructional needs and determine area for professional development (Professional Development Plan)** * **Quarterly** + **Observational and quantitative data analysis performed by admin team (Data Reports, Meeting agendas, sign in sheets)** + **MasteryConnect Data Digs (agendas, data reports, sign in sheets)** + **Data and Feedback from Mentee evaluations** * **Bi-Weekly** + **Professional development (data driven) for teachers (Agendas, Observational data, minutes, sign-in sheets)** * **Weekly** + **Observational and quantitative data analysis performed by teachers (meeting agendas, minutes, sign in sheets)** + **Data and feedback from walkthrough observations conducted by admin team and ILT** + **Mentor/Mentee Meeting Agendas/Minutes **</p> <p>Effectiveness</p>	<p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* **Weekly meeting sign in sheets, mentor logs, mentee surveys and feedback on supports provided** * **Weekly Informal walkthrough data and feedback ** * **Weekly coaching logs/summaries**</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* **At least a 10% increase in the percentage of teachers that score an average of 3.0 or better on informal classroom observations using the TEM rubric, bi-weekly.** * **At least 25% of teachers will observe an increase in LOE scores from level 2 to level 3, annually**</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>* Observational and quantitative data analysis performed by at least 95% of the admin team at the start of each quarter</p> <p>* Prior to quarter one, prioritize instructional needs, set a goal with 10% increase from previous year</p> <p>* Weekly observational and quantitative collaborative data analysis performed by at least 95% teachers</p> <p>* Bi-weekly professional development scheduled for teachers in order for teachers to refine their practices for at least 95% efficacy</p> <p>* Weekly classroom walkthrough observations from admin team and ILT in order for teachers to demonstrate at least 95% efficacy based on observational tool(s)</p> <p>* Weekly admin team and ILT classroom walkthrough observation feedback to teachers in order to reach at least 95% efficacy</p> <p>* **At least 95% of teachers will demonstrate effective implementation of the targeted instructional practice as outlined by the observation walkthrough tool. **</p> <p>* **We will observe an increase in the percentage of teachers demonstrating effective implementation of the instructional practices: **</p> <p>**Instructional Practice 1: **</p> <p>**Quarterly increases of 5.85 percentage points to move from 53.3% (Fall 2023) to at least 65% (May 2024)**</p> <p>**Fall 2023 = 53.3%; March 2024 = 59.15%,**</p> <p>**May 2024 = 65%**</p> <p>**Instructional Practice 2: **</p>					
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<p>**Quarterly increases of 5.25 percentage points from 37.5% (Fall 2023) to at least 48% (May 2024)**</p> <p>**Fall 2023 = 37.5%; March 2024 = 42.75%;**</p> <p>**May 2024 = 48%**</p> <p>**Instructional Practice 3: **</p> <p>**Quarterly increases of 5.85 percentage points from 33.3% (ELA) (Fall 2023) to at least 45%**</p> <p>**Fall 2023 = 33.3%; March 2024 = 39.15%;**</p> <p>**May 2024 = 45%**</p> <p>**Instructional Practice 4: **</p> <p>**Quarterly increases of 5.55 percentage points from 42.9% (ELA) (Fall 2023) to at least 54%**</p> <p>** Fall 2023 = 42.9%; March 2024 = 48.45%;**</p> <p>**May 2024 = 54%**</p> <p>* **At least 70% of students will meet or exceed expectations on weekly assessments. **</p> <p>* **At least 70% of students will meet or exceed expectations on quarterly Common Formative Assessments. **</p>					
<p>[S 1.3] Targeted Intervention and Personalized Learning Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	<p>[A 1.3.1] A 1.3.1 RTI for At-Risk Students 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>Eric Cooper-Principal, Vincent Spriggs- RTI Instructor, Demetris Griffin-RTI Instructor, SPED</p>	<p>05/24/2024</p>		

<p>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> <ul style="list-style-type: none"> * 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>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"> * Increase Bi-Weekly ELA MasteryConnect on track and mastery to 70% or above in 2023 through 	<p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <ul style="list-style-type: none"> * 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>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"> * 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>Advison-Dr. Shawn Young</p>			
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<p>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 at 85% or better</p>					
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[G 2] Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the Math 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 (Support Implementation of Standards-Aligned Curricula)</p> <p>Rationale</p> <p>-----</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 **and educational resources** 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</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>**The action step of increasing the use of technology is intended to support and increase student engagement during daily lesson plan implementation specifically in the area of math. **</p> <p>**As technology advances, it is imperative that our students continue to build and master the skills necessary to compete in a global society.**</p>	Tierney Armour	04/05/2024	SSIG [\$11176.23]	

<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>* **Weekly Informal walkthrough data and feedback** * **Weekly PD agendas and sign-in sheets** * **Quarterly Mastery Connect Data (Quarterly)** * **Equipment purchase quotes, requisition forms, and invoices (each semester)**</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* **At least 25% of teachers will score at least a 3 on TEM formal evaluations. (Quarterly)** * **At least 75% of students will increase their scores on Zone Common Assessments by at least 10% (monthly)**</p>	<p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Quarterly - Instructional Resources Needs assessment data, Inventory Forms, and order invoices</p> <p>Monthly - Budget analysis meeting agenda and minutes</p> <p>Weekly - Instructional Walkthrough feedback and data</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 At least 100% of teachers will integrate technology into daily lessons as indicated</p>				
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	<p>through informal walkthrough feedback/data. * **100% of teachers will integrate technology into daily lessons as indicated through informal walkthrough feedback/data.** * **At least 75% of students will increase their scores on Zone Common Assessments by at least 10% (monthly)**</p>				
	<p>[A 2.1.2] Student Academic Triathlon Description -----</p> <p>**Spring Academic Triathlon supports students by allowing them to compete with other students within the IZone as they prepare for ACT and EOC assessments. Students build their content knowledge and will be able to display what they have learned throughout the school year during this event. Student t-shirts, backpacks, student folders, certificates, and ribbons will be purchased to encourage and support students' participation in the Triathlon. **</p> <p>**The IZone Spring Academic Triathlon will prepare students for the following EOC exams – English I, English II, Science, Algebra I, Algebra II, and Geometry.**</p> <p>**Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the ELA/Math EOC.**</p> <p>Implementation -----</p> <p>* **Lesson Plans that include standards-aligned, weekly drills and practice in preparation for the Triathlon** * **Mastery Connect weekly assessment data analysis**</p>	<p>Tierney Armour, PLC Coach and Breana Henderson, Literacy Coach</p>	<p>04/19/2024</p>		

	<p>***Weekly informal walkthrough data** ***Annual order invoices**</p> <p>Effectiveness -----</p> <p>***The percentage of students scoring met/exceeded on standards-aligned, weekly Mastery Connect ELA and Math assessments will increase by at least 2%.** ***Informal walkthrough data will indicate that 100% of ELA and Math teachers conduct standards-aligned weekly drills and practice in preparation for students' success during the Student Academic Triathlon. **</p> <p>**Expenses are outlined in Action Step 1.1.2**</p>				
	<p>[A 2.1.3] Tiger Math Night Description -----</p> <p>**Teachers will share with parents school-wide literacy and math data, current classroom strategies, and engagement activities that will support the mastery of standards. Parents will gain knowledge and support from teachers to help their children/students increase achievement. The information shared will include current school-wide literacy and math data, classroom engagement strategies, and important upcoming academic activities.**</p> <p>**Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the EOC in ELA and Math.**</p> <p>Implementation -----</p>	<p>Tierney Armour, PLC Coach</p>	<p>04/19/2024</p>		

	<p>**Quarterly documentation**</p> <ul style="list-style-type: none"> * **Tiger Literacy Night Planning Document** * **Tiger Literacy Night Agenda** * **Tiger Literacy Night Sign-In sheets** * **Order Invoices** * **School-Wide ELA/Math student performance data** * **Stakeholder Survey Data** <p>Effectiveness -----</p> <ul style="list-style-type: none"> * **At least two Tiger Literacy/Math Nights will be held during the Spring 2024 semester.** * **At least 20% of ELA/Math students will be represented by a parent/guardian/family member at each Tiger Literacy/Math Night.** * **Stakeholder survey data will indicate that at least 70% of survey respondents have a better understanding of academic expectations as a result of participating in the Tiger Literacy/Math Night events.** <p>**Expenses outlined in A 1.1.3**</p>				
	<p>[A 2.1.4] Very Intelligent People (VIP) Incentive Program Description -----</p> <p>**The Very Intelligent People (VIP) Incentive Program is open to all MHS students who show quarterly improvement in the areas of attendance, academics, and/or behavior.**</p> <p>**Alignment to Need – The VIP (VIP) Incentive Program seeks to encourage students who are “on the cusp” of experiencing sustained academic success. Students targeted for this incentive program are those who have a G.P.A. of 2.75 or higher, a conduct grade of S or better, attendance</p>	<p>David Taylor - Vice Principal, Tierney Armour - PLCC, Breana Henderson - Literacy Coach</p>	<p>05/17/2024</p>		

rates between 85% and 94%, and who have no more than 1-2 minor behavior infractions. Typically, these students do not qualify for the National Honors Society, nor are they recognized during honors programs because they don't meet the established criteria for Honor Roll, Principals' list, perfect attendance, or behavioral honors. The goal of the incentive program is to encourage and expand the achievement of all students, in particular, the "bubble students", from quarter to quarter.**

Implementation

****Quarterly Implementation****

- * **VIP Incentive Program Posters (Criteria)**
- * **VIP Incentive Program Posters (Inductees)**
- * **Order Invoices**
- * **VIP Incentive Program Data Analysis Forms (GPA data, attendance data, behavioral data)**
- * **VIP Incentive Program Inductee Rosters**
- * **Book Study/Discussion Session Sign-in Sheets**

Effectiveness

****Quarterly Effectiveness Measures****

- * **At least 20% of students meeting the VIP Incentive Program Criteria achieve at least two of the following growth measures: 5%+ increase in attendance rate, 0.25+ point increase in grade point average, 50% decrease in behavior infractions.**
- * **At least 20 students will be inducted into the VIP Incentive Program for each of the two induction ceremonies. There will be a total of at least 40

	<p>inductees for the Spring 2024 semester.** * **At least 50% of inductees participate in the three-week book study of *A Self-Guided Workbook for Highly Effective Teens.** **</p> <p>**Expenses detailed in A 1.1.4**</p>				
<p>[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</p> <p>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%.</p> <p>Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including</p>	<p>[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</p> <p>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</p> <p>Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observations using the district</p>	<p>Eric Cooper Principal, David Taylor Vice Principal, Tierney Armour PLC Coach, Breana Henderson Literacy Coach</p>	<p>05/24/2024</p>		

<p>frequency.?"</p> <ul style="list-style-type: none"> * Observational and quantitative data analysis performed by admin team at the start of each quarter * 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 	<p>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 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> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p>				
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walkthrough observation feedback to teachers in order to reach at least 95% efficacy					
<p>[S 2.3] Targeted Interventions and Personalized Learning 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 and materials 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>[A 2.3.1] RTI for At-Risk Students 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 (Edgenuti, Fastbridge Illuminate, I-Ready)</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> •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>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> •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>Eric Cooper-Principal, Vincent Spriggs- RTI Instructor, Demetris Griffin-RTI Instructor</p>	<p>05/24/2024</p>		

<p>***Weekly scheduled drop-ins, walkthroughs and observations** ***Weekly PLC meetings ** ***Equipment purchase quotes, requisition forms and invoices**</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 Math MasteryConnect on track and mastery to 70% or above in 2023-24 through quarterly and monthly progress monitoring and data team meetings.** ***Weekly progress checks via aggressively monitoring exit tickets, and/or bellwork for 80% mastery or higher.**</p>	<p>•Monthly progress monitoring data will be analyzed to assess level of effectiveness a 85% or better.</p>				
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[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.
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.

District Turnaround Plan Goal
[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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Early Post-Secondary Opportunities Rationale -----</p>	<p>[A 3.1.1] Dual Credit and Dual Enrollment Description -----</p>	<p>Eric Cooper Principal, David Taylor</p>	<p>01/17/2024</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. **ACT Intervention pullouts will be incorporated twice a week Tuesdays and Fridays in 9th and 10th period during the months of January and February.** 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. * **LOE for all ACT subject areas was level 3 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>* **Master Schedule indicating the number of ACT Prep (Math, Science, English, Reading), AP, DE/DC, and CCTE courses offered (Annually)** * **Student enrollment data for each ACT Prep (Math, Science, English, Reading), AP, DE/DC, and CCTE courses (per Semester)** * **ACT prep classes roster to support at least 60 students enrolled each semester, Winter 23 and Spring 24 (per semester)**</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 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 * Semester review of students enrolled in each AP, DE/DC and CCTE course * We will strive for an annual increase in the number of students testing in these courses</p> <p>Effectiveness -----</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 * Each year we will expand the number of Sophomores, Juniors and Seniors enrolled in these</p>	<p>Vice Principal, Zellaery Smith School Counselor, Marcenia Pilate School Counselor</p>			
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<p> ***Master Schedule/Faculty Roster verifying the employment of ACT Specialists. (Quarterly)** ***ACT Mock Exam Data - Participation rates, student performance (Quarterly)** ***ACT Exam Data - Participation rates, student performance (Quarterly)** ***ACT Data Team meeting agendas and minutes. (Quarterly)** ***ACT Workshop Sign Sheets & Participation Rates (Quarterly)** ***ACT Naviance Task Completion Reports (Quarterly)** ***After-school ACT tutoring sign-in sheets and student assessment data. Targeted students will have a score range of 17-20. (Monthly)** ***ACT Intervention attendance rosters ** </p> <p> Effectiveness ----- </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 (Annually)** ***Increase in the number of students completing tests for the AP, DE/DC, and CCTE courses by at least 5%. (Annually)** ***Increase the number of Sophomores, Juniors, and Seniors enrolled in AP, DE/DC, and CCTE courses by 5% or higher (Per Semester)** ***100% participation rates for the Fall and Spring ACT Mock exams (per Semester)** ***Increase the percentage of students earning passing scores in AP, DE/DC, and CCTE courses by 5% (Quarterly)** ***ACT Specialists will complete 100% of deliverables (Quarterly)** </p>	<p> courses by 5% or higher * In these courses, we will increase the percentage of passing scores by 5% annually </p>				
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<p>***100% ACT workshop participation in grades 9-12 (Quarterly)** ***100% completion rates for all Naviance tasks each (Quarterly)**</p>					
	<p>[A 3.1.2] Improving Student Achievement in EPSOs Description ----- 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 ----- * 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* ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 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</p>	<p>Eric Cooper-Princ, David Taylor-AP, Tierney Armor-PLCC, Breana Henderson-Lit eracy Coach</p>	<p>06/28/2024</p>		

	<p>ACT exam</p> <ul style="list-style-type: none"> * 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>[A 3.1.3] ACT Bootcamp</p> <p>Description</p> <p>-----</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>**Students with a projected score ranging from 16-20 will participate in ACT Bootcamps for English, Math, Science, and/or Reading in order to increase students' individual scores as well as school-wide average score. **</p> <p>**Alignment to Need -- School-wide instructional progression to address the Math and ELA deficits to increase gains on the ACT.**</p> <p>Implementation</p> <p>-----</p> <p>**Quarterly Projection data reports used to select participants**</p> <p>**Quarterly boot camp flyers**</p> <p>**Quarterly boot camp sign-in sheets**</p> <p>**Quarterly PowerPoint presentation, student surveys upon completing each boot camp**</p>	<p>Tierney Armour, PLCC</p>	<p>04/05/2024</p>	<p>SSIG [\$600.00]</p>	

****Quarterly ACT scores****

Effectiveness

****At least 70% of students participating in ACT Boot Camps will earn a 3-point score increase or higher in at least one ACT subject measured by the ACT administered by the District (March 2024)****

****At least 50% of eligible students will participate in the ELA/Reading ACT Bootcamp – English/Reading Boot Camp****

****At least 50% of eligible students will participate in the Science/Math ACT Bootcamp – English/Reading Boot Camp****

****Expenses – ACT Boot Camp****

****ACT Bootcamp Details: Two, 3-Hour sessions to be held during the Spring 2024 semester. Projected # of student participants: 100 with projected ACT score between 16-20****

****ACT Flashcards - ACT Flashcards, Fourth Edition: Up-to-Date Review: + Sorting Ring for Custom Study (Barron's Test Prep) ****

****\$27.89/set of flashcards x 7 sets = \$195.23****

****ACT Workbooks - ACT Total Prep 2024: Includes 2,000+ Practice Questions + 6 Practice Tests (Kaplan Test Prep)****

	<p>**\$34.75/workbook x 7 workbooks = \$243.25**</p> <p>**Certificates of Completion – 48 Sheets Blue Certificate of Completion Award Paper with Gold Foil Sticker Seals for Graduation, Students, Employees (8.5 x 11 in)**</p> <p>**\$12.99/set of flashcards x 4 sets = \$51.96**</p> <p>**Certificate Holders - 120 Packs Certificate Holders, Diploma Holders, Certificate Cover Holders for 8.5x11 Letter Size Paper Card Stock Award Certificates Covers, Document Covers with Gold Foil Border (Black)**</p> <p>**\$67.99/set of certificate holders x 1 set = \$67.99**</p> <p>**Shipping = \$41.57**</p> <p>**Grand Total: \$600.00**</p> <p>-----</p>				
	<p>[A 3.1.4] Student Honor's Day</p> <p>Description</p> <p>-----</p> <p>**Honor's Day Program for students with 3.0 or higher GPAs, and excellent performance in citizenship, 34 or higher ASVAB, and 22 or higher on the ACT.**</p> <p>Implementation</p> <p>-----</p>	<p>Tierney Armour - PLCC, Breana Henderson - Literacy Coach</p>	<p>05/17/2024</p>	<p>SSIG [\$1600.00]</p>	

****AP Teacher stipends for two, Saturday AP Mock exams in the spring semester. AP mock exams will be held to provide additional support for students to increase the number of students scoring "3" or above on AP exams. ****

****As a result of our growing AP program, this step aims to support student achievement through additional preparation for the national AP exams. ****

Implementation

****Quarterly****

*** **AP Mock Exam Sign-in sheets****

*** **AP Mock Exam notifications on the School website ****

*** **AP Mock Exam Flyers****

Effectiveness

****A 10% increase in the number of students scoring at least a 3 on the AP Exam (from 2023 to 2024) (Annually)****

****Expense – Mock AP Exam****

****Saturday #1****

****2 teachers x 4 hours x \$43.75/hour = \$350****

****Saturday #2****

****2 teachers x 4 hours x \$43.75/hour = \$350****

	<p>**Grand Total = \$700.00**</p> <p>-----</p>				
<p>[S 3.2] 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>Benchmark Indicator</p> <p>Implementation</p> <p>-----</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</p> <p>* Semester review of students enrolled in each Advanced Academics course</p>	<p>[A 3.2.1] 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>Effectiveness</p> <p>-----</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>Zelleary Smith Counselor, Marcenia Pilate Counselor</p>	<p>04/26/2024</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>[S 3.3] 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 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</p>	<p>[A 3.3.1] 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>* Weekly Freshman success team meetings * Monthly meetings scheduled with the Freshmen Equity team * 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 * 10% reduction in Freshman students' suspension each 20-day period</p>	<p>Eric Cooper Principal, David Taylor Vice Principal, Zellaery Smith School Counselor, Marcenia Pilate School Counselor</p>	<p>05/24/2024</p>		

<p>high school with a 4+ plan during their 9th grade year in order make sure they're in line for graduation</p> <ul style="list-style-type: none"> * 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 * 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>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"> * 10% increase in the graduation rate by the end of the year * To ensure we are meeting needs of 100% of our 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 * 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>* 95% of Freshman students will maintain a B or higher in all subjects each reporting period</p>				
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[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 increase the attendance rate from 84% in 2022-2023 to 94.6% in the 2023-24 school year.
****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.

District Turnaround Plan Goal

[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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance and Behavior Interventions and Supports Rationale ----- *Provide a rationale for choosing the strategy/intervention.* * Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. Supporting Data ----- * At Manassas High School, the suspension rate decreased by 3.6% in the 2022-23 school year. Benchmark Indicator Implementation ----- **Weekly Implementation** **Power BI Data** * **Attendance Reports** * **Progressive Discipline Reports** * **Chronic Absenteeism Reports**</p>	<p>[A 4.1.1] Targeted Attendance Interventions and Support Programs Description ----- *Provide a brief narrative of the proposed action step.* * Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * 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>Eric Cooper Principal, David Taylor Vice Principal</p>	<p>05/24/2024</p>		

<p>**Monthly Implementation**</p> <p>* **Attendance and Behavior Intervention Plans** Effectiveness -----</p> <p>* Develop and implement target interventions monthly based on data trends that reveal at least 3% to 5% decrease in suspensions</p> <p>* 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</p> <p>* Monitor 20 day reports to identify students at risk of attendance daily (at least 93% is the aim) and high chronic absenteeism (below 11% is the aim) at least twice a month</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.</p> <p>* Improve attendance rates to 96.6% or more in 2023 bi-weekly.</p> <p>* Incremental increase of 2% on 20-day reports for attendance rates bi-weekly.</p>				
	<p>[A 4.1.2] Tiger of the Month Attendance and Behavior Incentives Description -----</p> <p>**Monthly Incentives will be provided to students to promote the reduction of truancy rates, decrease suspensions and expulsions and improve the school culture and climate. Students will be recognized monthly based on PowerSchool attendance and discipline reports, as well as PowerBI reports.**</p> <p>**Alignment to need: School wide initiatives to incentivize attendance and discipline goals**</p> <p>***Incentive Criteria***</p> <p>** . No suspensions or expulsions**</p>	<p>Eric Cooper - Principal, David Taylor - Vice Principal, Attendance Secretary</p>	<p>05/24/2024</p>	<p>SSIG [\$818.00]</p>	

· No unexcused tardies

· 100% attendance rate

Implementation

Identify the indicator(s) used to measure implementation of the action step.

* **Sign in sheets for SART meetings (monthly) **

* **PowerSchool discipline and attendance reports (monthly)**

Effectiveness

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.

* **Reduce the absentee rate after the 20 days (about 3 weeks) report out period by at least 5% (every 20 days)**

* **Support the truancy students with progressive discipline steps that will help decrease infractions by 5% every 20 days. **

Expenses – Tiger of the Month Incentive Program

· T-shirts: 16 t-shirts x \$15/shirt =\$240.00

**· Sweatshirts: 16 sweatshirts x \$25/sweatshirt=

	<p>\$400.00**</p> <p>**· Trophies: 16 trophies x \$8/trophy = \$128.00**</p> <p>**· Shipping: \$50.00**</p> <p>**Grand Total \$818.00**</p> <p>-----</p>				
<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</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>	<p>Eric Cooper Principal, David Taylor Vice Principal</p>	<p>05/24/2024</p>		

<p>of high chronic absenteeism</p> <ul style="list-style-type: none"> * Monitor 20 day reports to assess the impact of suspensions on daily attendance * Monitor teacher/parent contact logs weekly <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * 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>[S 4.3] Parent, Family, and Community Engagement</p> <p>Rationale</p> <p>-----</p> <p>* Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data</p> <p>-----</p> <p>* At Manassas High School, the suspension rate decreased by 3.6% in the 2022-23 school year.</p> <p>Benchmark Indicator</p> <p>Implementation</p>	<p>[A 4.3.1] Additional Resources for At-Risk Students</p> <p>Description</p> <p>-----</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. .</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Eric Cooper Principal, David Taylor Vice Principal</p>	<p>05/24/2024</p>		

<p>* Twice a month, we will host professional development on SART for our parents (we will utilize parent sign ins and QR Codes)</p> <p>* 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>* 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>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>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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