

East High Annual Plan (2021 - 2022)

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[G 1] Reading/Language Arts

By Spring 2022, East High will improve 9-12 literacy with a particular emphasis on 9th and 10th grade. We believe improvement in this area can build a base for proficiency levels for all students. Summer reading for students and focus on reading strategies will enhance the proficiency of all students.

Performance Measure

East High School will work toward increasing percentage of students who are on track or mastered from 58.85 in 2020-2021 to 61.85 for 2021-2022. Furthermore, all students will demonstrate 70% on-track/mastery on district-mandated formative assessments such as Mastery Connect.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction East High School will provide access to rigorous curriculum, quality core instruction, and assessments aligned with the state's academic content standards.</p> <p>Benchmark Indicator Benchmark Indicator Performance levels at 70% on-track/mastery on District Formative Assessments (Fall, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter TN Ready State Standards - annually meeting AMO's. Instructional Practice Guides (IPGs) will provide an informal observation rubric to district academic leaders to gauge the implementation of standard aligned instruction. IPGs will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. TEM rubric for formal observations - for each observation at 3 or better; School Equity Walks conducted by District Cross-functional</p>	<p>[A 1.1.1] Data-Driven Instruction Teachers will analyze data derived from district-mandated and self-created CFAs to determine areas of deficiency and to target instruction.</p>	Neil Sanford, Shonda Keys, Dalton Blackwell, ELA Teachers	04/15/2022		

teams. Teacher, Peer Power and volunteer tutoring log audits, quarterly.					
	<p>[A 1.1.2] Standards-Based Instruction Teachers will follow district-mandated curriculum guide or equivalent grade-level material to ensure that all necessary standards are covered and taught over the course of the school year.</p>	Neil Sanford, Shonda Keys, Dalton Blackwell, ELA Team	04/15/2022		
	<p>[A 1.1.3] Targeted Intervention Teachers will use classroom activities and formative and summative assessments to determine specific students to target for remedial intervention strategies.</p>	Neil Sanford, Shonda Keys, Dalton Blackwell, ELA Team and Peer Power	04/15/2022		
	<p>[A 1.1.4] Blended Learning Enhance Blended Learning experience for students to further personalize instruction. Through the use of one-to-one laptops, students will utilize Microsoft Office and other applications as learning management systems and teachers will use SMART Panel and Promethean systems for direct instructional delivery.</p>	Neil Sanford, Shonda Keys, Amanda McClusky and Kristy Alley	05/27/2022		
	<p>[A 1.1.5] Summer Reading Students will be assigned books to read during the Summer according to grade level.</p>	Neil Sanford, Shonda Keys, Dalton Blackwell and ELA Team	05/27/2022		
	<p>[A 1.1.6] Support Rich Learning Environment for Students in ELA Secure supplies, equipment, materials and support to enhance classroom instruction and additional pull out as needed for struggling students.</p>	Neil Sanford, Shonda Keys, Dalton Blackwell and ELA Team	05/27/2022		
<p>[S 1.2] Professional Development East High School will provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student</p>	<p>[A 1.2.1] Common Planning - PLCs Teachers will be required to attend all common planning periods PLCs to ensure instruction and best practices are executed. Additional instructional supports will be provided by district-level coaches to enhance strategies learned in PLCs. PLCs will</p>	Neil Sanford, ILT Leads, School Administration and Faculty	05/27/2022		

<p>performance. Teachers will also engage in effective strategies that produce a rigorous and robust environment during learning to help close the achievement gap in all non-tested subjects. Students will be more competent in the discipline covered.</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. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - QUARTERLY. School Equity Walks conducted MONTHLY by District cross-functional teams will monitor fidelity of implementation. New hire rosters and mentor list, submitted each SEMESTER ensuring new teachers are assigned and attending new teacher professional support. Teacher applications and transcripts participating in district sponsored university course work per SEMESTER.</p>	<p>provide professional development that strengthens and assists all teachers with instructional best practices to improve student data and achievement.</p>				
	<p>[A 1.2.2] Blended Learning Teachers will be trained to use Microsoft Teams, Mastery Connect and other software for developing virtual learning experiences to cultivate 21st Century skills.</p>	<p>Neil Sanford, Amanda McClusky and Kristy Alley</p>	<p>05/27/2022</p>		

	<p>[A 1.2.3] High-Quality Professional Development</p> <p>High-quality professional development will be provided for all teachers and school leaders using the district look-fors, instructional design and gradual release methods to personalize learning and improve academic achievement for all subject areas. Also, the Cycle of Professional Learning (CPL) gives developmental focus for the year: For this year there will be an instructional focus on 4 practices outlined by Donyall Dickey: Performance Based Objectives (backwards planning), Academic Vocabulary (Tier2,3), Gradual Release of Responsibility (scaffolding), and High Leverage Instructional Strategies (questioning, manipulatives, vertical alignment).</p>	<p>Newman Robertson, Shonda Keys, Amanda McClusky and Reginald Summerville</p>	<p>05/27/2022</p>		
	<p>[A 1.2.4] Outside Professional Development Opportunities</p> <p>Although the COVID-19 pandemic has currently made travel unavailable, if it is deemed safe again at a later date, teachers and administrators will be given an opportunity to attend conferences and out of town to learn strategies that will enhance the academic growth and achievement of the school.</p>	<p>Newman Robertson, Neil Sanford</p>	<p>05/27/2022</p>		
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>East High School will provide academic interventions and personalized learning activities that are designed to meet the needs of the student and provide a learning pace and instructional approaches to meet the needs of each individualized learner.</p> <p>Benchmark Indicator</p> <p>District Formative Assessment data review to show effectiveness of targeted intervention and personalized learning in alignment of standards and performance measure. QUARTERLY student</p>	<p>[A 1.3.1] RTI Intervention</p> <p>RTI intervention through Edgenuity InitialDiagnostic will be provided for Tier II and Tier III students.</p>	<p>Neil Sanford, Beatrice Cavette</p>	<p>05/27/2022</p>		

<p>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. Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.</p>					
	<p>[A 1.3.2] Extended Learning Teachers in tested subjects will be given the opportunity to have additional tutoring times to help students prepare for End of Course testing.</p>	<p>Neil Sanford, Shonda Keys, Dalton Blackwell, Andrea Rubin, Lauren Gentry and Daniel Warner</p>	<p>05/27/2022</p>		
	<p>[A 1.3.3] Peer Power Tutoring All students will have the opportunity to attend after school tutoring provided by Peer Power.</p>	<p>Neil Sanford, Shonda Keys</p>	<p>05/27/2022</p>		
	<p>[A 1.3.4] Course Recovery Students will have access to online learning to recover classes failed or new coursework to get ahead.</p>	<p>Myron Hewitt, Yureka Pirtle</p>	<p>05/27/2022</p>		

[G 2] Mathematics

By Spring 2022, East High School will improve 9-12 mathematics with a particular emphasis on Algebra I, Algebra II and Geometry. We believe improvements in these areas can build a base for proficiency levels for all students. The continual use of the new math curriculum material and rigorous professional development to support math teachers will continue to be implemented.

Performance Measure

East High School will work toward increasing the percent of students who are on track or mastered in Mathematics from 18.6% in 2020-2021 to 22% for 2021-2022. All students will demonstrate 70% on-track/mastery on district formative assessments such as Mastery Connect.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction East High School will 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, Winter and Spring) will demonstrate the alignment of core instruction being taught to standards for the specific quarter. TN Ready State Standards - annually meeting AMO's. Instructional Practice Guides (IPGs) will provide an informal observation rubric to district academic leaders to gauge the implementation of standard aligned instruction. IPGs will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. TEM rubric for formal observations - for each observation at 3 or better. School Equity Walks conducted monthly by District Cross-functional teams. Eureka curriculum for informal observations to benchmark the implementation of the curriculum and resources - quarterly at 80% fidelity.</p>	<p>[A 2.1.1] Data-Driven Instruction Teachers will analyze data derived from district-mandated and self-created CFAs to determine areas of deficiency and to target instruction.</p>	Neil Sanford, Newman Robertson, Andrea Rubin and Math Team	04/15/2022		
	<p>[A 2.1.2] Standards-Based Instruction Teachers will follow district-mandated curriculum guide or equivalent grade-level material to ensure that all necessary standards are covered and taught over the course of the school year.</p>	Neil Sanford, Newman Robertson, Andrea Rubin and Math Team	05/27/2022		

	<p>[A 2.1.3] Targeted Intervention Teachers will use classroom activities, formative assessments and other determinants of achievement to determine specific students to target for remedial intervention strategies.</p>	Neil Sanford, Newman Robertson, Andrea Rubin and Math Team	05/27/2022		
	<p>[A 2.1.4] Blended Learning Enhanced Blended Learning experience for students to further personalize instruction. Utilize Microsoft Office and other applications as learning management systems and SMART Panel and Promethean systems for direct instructional delivery.</p>	Neil Sanford, Kristy Alley and Amanda McClusky	05/27/2022		
	<p>[A 2.1.5] Support Rich Learning Environment for Students in Math Secure supplies, equipment, materials and support to enhance classroom instruction and additional pull-out as needed for struggling students.</p>	Neil Sanford, Kristy Alley and Amanda McClusky	05/27/2022		
<p>[S 2.2] Professional Development East High School will provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. Teachers will also engage in effective strategies that produce a rigorous and robust environment during learning to help close the achievement gap in all non-tested subjects. Students will be more competent in the discipline covered.</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</p>	<p>[A 2.2.1] Common Planning - PLCs Teachers will be required to attend all common planning periods and PLCs to ensure instruction and best practices are executed. Additional instructional supports will be provided by district-level coaches to enhance strategies learned in PLCS. PLCs will provide professional development that strengthen and assist all teachers with instructional best practices to improve student data and achievement.</p>	Neil Sanford, Newman Robertson, Andrea Rubin and Math Team	05/27/2022		

<p>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. Professional Learning Zone (PLZ) transcript data - ONGOING at 85% overall attendance rate. School based Volunteer logs to show volunteers are participating in PD sessions to support the needs of the district and assigned schools - QUARTERLY. School Equity Walks conducted MONTHLY by District cross-functional teams. New hire rosters and mentor list, submitted each SEMESTER ensuring new teachers are assigned and attending new teacher professional support. Applications and Transcripts for teachers participating in District sponsored course work, each SEMESTER.</p>					
	<p>[A 2.2.2] Blended Learning Teachers will be trained to use Microsoft Teams, Mastery Connect and other software for developing virtual learning experiences to cultivate 21st Century skills.</p>	<p>Neil Sanford, Kristy Alley, Amanda McClusky, Andrea Rubin and Math Team</p>	<p>05/27/2022</p>		
	<p>[A 2.2.3] High-Quality Professional Development High-quality professional development will be provided for all teachers and school leaders using the district look-fors, instructional design and gradual release methods to personalize learning and improve academic achievement for all subject areas. Also, The Cycle of Professional Learning (CPL) gives developmental focus for each quarter.</p>	<p>Newman Robertson, Shonda Keys, Amanda McClusky, Reginald Summerville and Neil Sanford</p>	<p>05/27/2022</p>		
	<p>[A 2.2.4] Additional Professional Development Opportunities Although the COVID-19 pandemic has currently made travel unavailable, if it is deemed safe again,</p>	<p>Newman Robertson, Neil Sanford</p>	<p>05/27/2022</p>		

	teachers and administrators will be given an opportunity to attend conferences in and out-of-town to learn strategies that will enhance the academic growth and achievement of math throughout the school.				
<p>[S 2.3] Targeted Interventions and Personalized Learning, East High School will 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. Weekly grade reports for students enrolled in summer learning opportunities to demonstrate mastery of content presented.</p>	<p>[A 2.3.1] RTI Intervention RTI intervention through Edgenuity InitialDiagnostic will be provided for Tier II and Tier III students.</p>	Beatrice Cavette and Neil Sanford	05/27/2022		
	<p>[A 2.3.2] Extended Learning Teachers in tested subjects will be given the opportunity to have additional tutoring times to help students prepare for End of Course testing.</p>	Neil Sanford, Newman Robertson, Andrea Rubin and Math Team	04/15/2022		

	[A 2.3.3] Peer Power Tutoring All students will have the opportunity to attend after school tutoring provided by Peer Power.	Neil Sanford	05/27/2022		
	[A 2.3.4] Course Recovery Students will have access to online learning to recover classes failed or new coursework to get ahead.	Myron Hewitt and Yureka Pirtle	05/27/2022		

[G 3] College and Career Readiness

By Spring 2022, East High School will improve the percent of ready graduates through consistent progress in increasing ACT scores and graduation rates and the commitment to expanding EPSOs to prepare students for college and career success.

Performance Measure

Early Post Secondary Opportunities (EPSOs)ACT Scores (21 or higher)Industry CertificationsASVAB ScoresGraduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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 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 Quarterly attendance roster reviews of ACT</p>	<p>[A 3.1.1] ACT Prep Resources Students will be provided with additional resources, prep classes and tutoring as a result of last year's ACT scores. During Parent-Teacher Conferences, parents will be given information packets on ACT Prep, planning, test dates and study guides for home. Teachers will incorporate instructional best practices such as vocabulary building strategies. Plan test data usage, ACT Practice test, problem of the day ACT Test Prep, content specific reading and testing strategies and online ACT help.</p>	Neil Sanford, Dalton Blackwell and Andrea Rubin	03/01/2022		

<p>workshops will demonstrate student exposure and opportunity for skill building for test mastery. School Equity Walks conducted Monthly by District cross-functional teams will provide fidelity checks of instructional shifts needed for in ACT prep course for students to progress towards 21 on ACT.</p>					
	<p>[A 3.1.2] ACT Prep Tutoring East High School will provide additional tutoring and workshop opportunities for students throughout the school year to assist students with effective strategies that build fluency and problem solving skills to help reach our goal of 21 or higher for all students. Tutoring will be offered through participation in two ACT classes, one for Math and the other for Reading. Furthermore, tutoring will be offered through Peer Power in after-school and Saturday workshops that students can attend for free. Finally, students will participate in daily ACT problems during their extended 5th and 6th period classes where they will receive one problem from English, Math, Reading and Science throughout the week with teachers providing an explanation of answers.</p>	<p>Neil Sanford, Dalton Blackwell and Andria Rubin</p>	<p>03/01/2022</p>		
	<p>[A 3.1.3] Parent ACT Training East High will conduct ACT workshops for Parents to discuss how students should plan and prepare for the ACT. Parents will also be given study guides and information packages on ACT along with available dates. Finally, parents will be notified of ACT resources available for them during the annual Title I Parent Meeting at the beginning of the school year.</p>	<p>Neil Sanford, Dalton Blackwell, Andria Rubin, Myron Hewitt and Yureka Pirtle</p>	<p>03/01/2022</p>		
<p>[S 3.2] Post-Secondary Opportunities East High School will develop and expand opportunities for all students to access multiple early post-secondary coursework and opportunities while still enrolled in high school through the</p>	<p>[A 3.2.1] Advanced Placement Courses Students in grades 9-12 will be given the opportunity to enroll in AP classes to enhance and strengthen their learning and give them the</p>	<p>Myron Hewitt, Yureka Pirtle and Amanda McClusky</p>	<p>05/27/2022</p>		

<p>University of Memphis, Bethel University and Moore Tech.</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 beginning of the year in comparison to the previous year will demonstrate increases in course offerings to participate in post-secondary opportunities. Annual comparison of enrollment number of students in each Advanced Academics course compared to the previous year will measure students increased participation in AP course opportunities. Annual comparison of enrollment of students in each AP tutoring and summer camp compared to the previous year will measure students increased participation in AP course exposure. Student quarterly report cardsMid-term grade reportsHigher Ed grade reports, reviewed twice annually</p>	<p>opportunity to earn college credits while still in high school.</p>				
	<p>[A 3.2.2] Dual Credit / Dual Enrollment Students in grades 11-12 will be given the opportunity to enroll in Dual Credit and Dual Enrollment classes to enhance and strengthen their learning and give them the opportunity to earn college credits while still in high school.</p>	<p>Myron Hewitt, Yureka Pirtle and Shonda Keys</p>	<p>05/27/2022</p>		
	<p>[A 3.2.3] College and Career Fair Students and parents will have the opportunity to participate in College and Career Night, FAFSA, and TN Promise workshops in order to gain insight on the steps necessary to prepare them for post-secondary opportunities. Also, students will be</p>	<p>Myron Hewitt, Yureka Pirtle and Norrell Malone</p>	<p>05/27/2022</p>		

	able to participate in workshops and college visits provided through the Gear Up program.				
	<p>[A 3.2.4] T-STEM Program The T-STEM program at East High School has been designed to ensure that learning experiences which build fluency and problem-solving skills are developed so that students will have Post-Secondary opportunities. In the 2020-2021 school year, East High School received a STEM School Designation from the Tennessee STEM Innovation Network. East is the only high school in Shelby County Schools to receive this designation.</p>	Myron Hewitt, Yureka Pirtle and Shonda Keys	05/27/2022		
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities East High School will provide students with college and career planning opportunities that assist all students with identifying their interests and career expectations as well as opportunities for internships and apprenticeships. In addition to this, East High School will also ensure that students with disabilities are able to participate in post-secondary transitional programs that prepare them for post-secondary education or employment.</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 8th and 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 3.3.1] Career and Tech Classes, Industry Certifications and Competitions Students will be given the opportunity to enroll in work-based learning programs and career and technical classes through a partnership with Moore Tech College of Technology and Christian Brothers University. Students will also have an opportunity to earn Industry Certifications that can be used in technical fields following graduation. Furthermore, students will have an opportunity to find summer employment in technical fields through the MPLOY program with the city of Memphis. In addition to classes and instruction, students will also have an opportunity to display acquired knowledge through participation in exhibitions and competitions such as the Naval Air Orientation, Tech Day which is sponsored by the Greater Memphis Information Technology Commission, Manufacturing Day, Who Works the River sponsored by River Works Discovery, TDOT and MEMSoar. Students annually participate in E-Day at the University of Memphis, Engineers Day as part of the West Tennessee Initiative through the University of Tennessee at Knoxville. Furthermore, students have received 1st place awards in the Distracted Driving Challenge from the Institute of Transportation Engineering as</p>	Myron Hewitt, Yureka Pirtle, Keith Booker and Shonda Keys	05/27/2022		

	well as at Memphis-Area Joint Engineering Council.				
	<p>[A 3.3.2] Students with Disabilities Teacher Training</p> <p>Encourage SPED teachers to attend monthly DECHS meetings and recommended trainings. Monitor and maintain eligibility and IEP compliance for SWD. Ensure IEP At-a-Glance and BIP, if applicable, are shared with appropriate personnel. Allow time for case managers to conduct transcript review. Maintain collaborative relationship with Pre-Employment Specialists assigned to East High School. Participate in Disability Mentoring Day. Develop a schedule for the Vocational Rehabilitation Counselor to meet with students with disabilities. Ensure mandated accommodations and modifications and BIP are being implemented.</p>	Beatrice Cavette, Christina Cunningham and Jlahna Chatman	05/27/2022		
	<p>[A 3.3.3] Graduation Plan</p> <p>Professional School Counselors and the school's Graduation Coach will analyze and track graduation cohorts to ensure all students are on-track to graduate in 4 years. Professional School Counselors and the Graduation Coach will also ensure all Seniors sign-up for TN Promise Program and other post-secondary opportunities. In order to be deemed a Ready Graduate, students will have a 21 on the ACT with either 4 Early Post-Secondary Opportunities (EPSO) or 2 EPSOs and 1 Industry Certification or 2 EPSO and Military Readiness on the ASVAB exam. Encourage SPED teachers to attend DECHS monthly meetings and recommended trainings. SPED case manager will conduct transcript reviews. SPED case manager will review course of study during IEP meeting and will participate in DECHS Disability Mentoring Month. Develop a schedule for the Vocational Rehabilitation Counselor to meet with 12th grade students with disabilities.</p>	Myron Hewitt, Yureka Pirtle, Norrell Malone, Beatrice Cavette and Jlahna Chatman	05/27/2022		

	<p>[A 3.3.4] Differentiated Instruction East High School will provide teachers and students with equipment needed to ensure all students reach the district's 2025 goals of 80, 90 and 100. We strive to ensure all students leave East High School College and Career Ready.</p>	Newman Robertson, Shonda Keys, Amanda McClusky, Reginald Summerville, Myron Hewitt, Yureka Pirtle and Neil Sanford	05/27/2022		
	<p>[A 3.3.5] Career and Technical Student Organizations CTSO Students will be given the opportunity to join Career and Technical Student Organizations, such as the Technology Student Association, that best represent their chosen path of study. Membership in a CTSO provides students with resources for in-depth career exploration. Each CTSO conducts an annual conference at the local, state, and national level that provides students opportunities to demonstrate skills acquired in the CTE classroom. Also, East High's Genius Program gives students an opportunity to work on meaningful projects in collaboration with partner organizations.</p>	Keith Booker, Myron Hewitt, Yureka Pirtle and Shonda Keys	05/27/2022		
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) East High School will 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</p>	<p>[A 3.4.1] T-STEM Program The T-STEM program at East High School has been designed to ensure that learning experiences which build fluency and problem-solving skills are developed so that students will have Post-Secondary opportunities.</p>	Myron Hewitt, Yureka Pirtle, Shonda Keys, Tamica Massey and Neil Sanford	05/27/2022		

<p>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 3.4.2] Middle School Day East High School will plan various programs for prospective students such as Shadowing and High School Day. East will also offer Open House programs for students and parents interested in learning more about T-STEM Academy. Finally, a Freshman Orientation will be provided for incoming students to get better acquainted with the school.</p>	<p>Myron Hewitt, Yureka Pirtle, Shonda Keys, Tamica Massey and Neil Sanford</p>	<p>05/27/2022</p>		
	<p>[A 3.4.3] College and Career Day East High School will provide students with an opportunity to visit different colleges and businesses in order to prepare them to be College and Career Ready. East High School will host a Signing Day where students will announce where they will be attending college.</p>	<p>Myron Hewitt, Yureka Pirtle and Norrell Malone</p>	<p>05/27/2022</p>		
	<p>[A 3.4.4] Freshman Academy In order to help freshman successfully transition from middle to high school, East High School has developed a Freshman Academy. The Freshman Academy has been designed so that most freshman classes are located in the same area of the building. In addition to this, the freshman administrator is also located in this area as well as the freshman guidance counselor. The Freshman Academy will provide academic support for</p>	<p>Shonda Keys and Yureka Pirtle</p>	<p>05/27/2022</p>		

	students as well help to build social and emotional support through extracurricular activities and events. With the Freshman Academy in place, the school hopes to support students in the crucial transition from middle to high school while also reducing the number of students lost to academic probation and suspension each year.				
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[G 4] Safe and Healthy Students

East High School will continue to cultivate a positive climate to ensure that students have access to a safe learning environments that is conducive for instruction, based on gains made by the school in the areas of discipline and attendance and continue to move us towards our goal.

Performance Measure

East High School will reduce the percentage of chronically out os school students from 2.6% in 2020-2021 to 1% for the 2021-2022 school year. The school will use Power BI data, PowerSchool data and the SART documentation for at-risk students to track progress.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. In addition, East High School will ensure the implementation of Behavior Intervention Plans (BIP) while utilizing the DECHS Behavior Consultant support for Functional Behavior Assessment (FBA) process and encourage special education teachers to attend FBA/BIP trainings.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that 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</p>	<p>[A 4.1.1] Implementation of PBIS East High Professional School Counselors, teacher and Administrative team will use the school PBIS Plan to help ensure that all students have a safe and healthy learning environment to improve student achievement. Professional School Counselors and Administrative team will also make phone calls daily to parents of students with behavior issues. Teachers will make referrals to counselors of students who may need to be evaluated by the district psychologist.</p>	Newman Robertson, Shonda Keys, Amanda McClusky, Reginald Summerville and Ashely Johnson	05/27/2022		

<p>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).PBIS Plan implementation rubric check each quarterDrop-out and graduation rates - SemesterCall logs from administration team - QuarterlyTeachers call logs to parents - QuarterlyTeachers referrals logs - QuarterlyReview referrals made to see district psychologist - Semester</p>					
	<p>[A 4.1.2] Implementation of FBA / BIP Encourage SPED teachers to attend monthly DECHS meetings and recommended trainings. Monitor and maintain eligibility and IEP compliance for students with disabilities. Ensure IEP At-a-Glance and BIP, if applicable, are shared with appropriate personnel. Encourage SPED teachers to attend monthly DECHS meetings. Allow time for case managers to conduct transcript review. Maintain collaborative relationship with Pre-Employment Specialist assigned to East High School. Participate in Disability Mentoring Day. Develop a schedule for the Vocational Rehabilitation Counselor to meet with students with disabilities. Ensure IEP mandated accommodations and modifications and BIP are being implemented. Adhere to TN Manifestation Determination Instructional Guidance when applicable.</p>	<p>Beatrice Cavette and Jlahna Chatman</p>	<p>05/27/2022</p>		
	<p>[A 4.1.3] Implementation of RTI2-B RTI2-B will be used to equip all students with the opportunity to meet high expectations regarding behavior. Students, families and teachers will work together to support the school's vision. Through small-group social skills instruction, behavior contracts and self-monitoring plans, as well as</p>	<p>Newman Robertson and Shonda Keys</p>	<p>05/27/2022</p>		

	focusing on the the behavioral and social needs of all students.				
	<p>[A 4.1.4] Parent Training Professional School Counselors, Graduation Coach and PLC Coach will provide high-quality and continuous training for parents to assist with students struggling in the classroom to ensure students stay on target for graduation. Professional School Counselors and Graduation Coach will also conduct training for students and parents to inform them of other opportunities available after graduation. Professional School Counselors will also work with district PBIS team and district graduation team to help keep students on task.</p>	Myron Hewitt, Yureka Pirtle, Norrell Malone and Neil Sanford	05/27/2022		
<p>[S 4.2] Professional Development East High School will provide ongoing, high quality professional development at the school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance, 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. ILT walk-throughs - QuarterlyFaculty meetings - WeeklyObservations - QuarterlyTeachers sharing strategies learned at conferences for school-wide implementation - Semester</p>	<p>[A 4.2.1] High-Quality Professional Development High-quality professional development will be provided for all teachers and school leaders using the district look-fors, instructional design and gradual release methods to personalize learning and improve academic achievement for all subject areas. Professional development speakers and activities will be presented at faculty meetings and inservice events and when travel and conferences are deemed safe again following the COVID-19 pandemic, teachers and school leaders will also be allowed to attend content specific professional development in and out of town to learn best practices for social and academic issues affecting student achievement and schools. Furthermore, the SEED department and Facing History and Ourselves will be used to address social emotional learning needs with both students and teachers. Finally, special training and personal protective equipment regarding safety and precaution of the COVID-19 pandemic will be provided to both students and teachers as well.</p>	Newman Robertson and Neil Sanford	05/27/2022		

	<p>[A 4.2.2] Common Planning - PLCs Teachers will be required to attend all common planning period PLCs to ensure instruction and best practices are executed. Additional instructional supports will be provided by district to enhance strategies learned in PLCs. ILT leads will conduct PLCs that strengthen and assist teachers with instructional best practices to improve student data and achievement.</p>	Newman Robertson, Neil Sanford and ILT Leads	05/27/2022		
	<p>[A 4.2.3] Classroom Observation Feedback To ensure all students have a safe environment that is conducive for learning, weekly walk-throughs by the ILT team will be conducted to observe classroom procedures.</p>	Newman Robertson, Neil Sanford and ILT Leads	05/27/2022		
<p>[S 4.3] Parent, Family, and Community Engagement East High School will promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students.</p> <p>Benchmark Indicator Discipline reports - reviewed 20 day reporting cycle; attendance reports - reviewed 20 day reporting cycle; number of school adopters surveyed annually; number of parent ambassadors named each semester.Parent-Teacher Conference sign-in sheet each semesterTeacher tutoring logs each monthProgress Report and Report Cards reviewed each quarterDaily attendance and call to parents of absent students monitored monthly</p>	<p>[A 4.3.1] Parent Training Professional School Counselors, Graduation Coach and PLC Coach will provide high-quality and continuous training for parents to assist with students struggling in the classroom to ensure students stay on target for graduation. Professional School Counselors will also conduct training for students and parents to inform them of other opportunities available after graduation. Professional School Counselors and Graduation Coach will also work with district PBIS team and district graduation team to help keep students on-task. Finally, a Parent Center will be set-up at the school to provide information and resources for parents.</p>	Myron Hewitt, Yureka Pirtle, Norrell Malone and Neil Sanford	05/27/2022		
	<p>[A 4.3.2] Parental Support Parents will be advised and provided educational sessions on parental rights in education and strategies to create a home environment that supports student learning through the Family Engagement Plan and the Home School Compact.</p>	Myron Hewitt, Yureka Pirtle, Norrell Malone, Tamica Massey and Neil Sanford	05/27/2022		

	<p>Classroom teachers will incorporate relevant lessons that include parental expertise. Parents will be included in the differentiated lessons for students to connect competence to real life experiences. Parents will also participate in a parental liaison program that aims to support student success with collaboration and instructional facilitators to ensure the academic competencies of all students. Also, East High's Parent Teacher Organization (PTO) aims to support the school in regard to student success. The methods pursued in years past have been fund raisers to fund events and meet student needs. The PTO meets monthly to dialogue about how to support maintaining culture and meeting needs.</p>				
	<p>[A 4.3.3] Implementing BrightBytes East High School will use BrightBytes to help make interventions visible, to make the intervention process more collaborative and to ultimately result in effective intervention/interaction on behalf of the student.</p>	Newman Robertson, Shonda Keys, Amanda McClusky and Reginald Summerville	05/27/2022		