

Ridgeway High Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Ridgeway High School will increase ELA meeting or exceeding expectations proficiency rates in all grades 9-10 from 27.5 in (2023) to 33% in (2025).

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>***Implementation***</p> <p>* *Tri-Weekly Assessment*</p> <p>* *Quarterly CFA Data*</p> <p>* *Daily Teacher Observation *</p> <p>***Effectiveness***</p> <p>* *Tri-weekly assessments consistently</p>	<p>[A 1.1.1] Integrating Technology in the Classroom The PLC Coach will purchase Promethean Panels, Laptop Carts, LCD Projectors, Desktop Computers, Printers, and other technology equipment to enhance the student learning experience.</p>	<p>Rhonda Kendall, PLC Coach</p>	<p>04/01/2025</p>	<p>Title I</p>	

<p>demonstrate that students are performing at 70% or above.* * *Quarterly performance assessment will show that students are showing 70%, which aligns with core instructional standards for the specific quarter.* * *Quarterly review of teacher of observation will show 80% of teachers are scoring at least a level 3 or above on the TEM Observation Rubric*</p>					
	<p>[A 1.1.2] Collaborative Planning Teachers will collaborate during planning to address common concerns, develop lesson plans, analyze data, and share instructional strategies to enhance the learning environment for students.</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Rhonda Kendall, PLC Coach; Angelica Love, Teacher; Lamonica Vaughn, Teacher; Coshalyn Robinson, Teacher; Brooke Smith, Teacher</p>	<p>04/07/2025</p>	<p>Title I</p>	
	<p>[A 1.1.3] Support a Rich Learning Environment for Students Secure the essential supplies, materials, and equipment to confidently support classroom instruction, student engagement, and academic growth.</p>	<p>Dr. Philip Nelson, Principal; Rhonda Kendall, PLC Coach</p>	<p>04/30/2025</p>	<p>Title I</p>	
	<p>[A 1.1.4] Academic Support for Teachers Administrators, Content Leads and PLC Coach will offer support to educators in the content area by providing professional learning opportunities, modeling effective strategies, and furnishing instructional feedback to enhance teaching practices.</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Principal;</p>	<p>05/23/2025</p>	<p>Title I</p>	

		Rhonda Kendall, PLC Coach; Angelica Love, Teacher			
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator ***Implementation***</p> <p>* *PLC Meeting (Weekly)* * * Instructional Leadership Meeting (ILT) (Bi-Weekly)* * * New Teacher learning Support (Monthly)* ***Effectiveness ***</p> <p>* W*eekly Professional Learning Community (PLC) meetings, we analyze disaggregated data to identify specific areas for improvement with the goal of achieving a minimum 5% increase in student performance.* * *Bi-weekly instructional Leadership Meetings, our goal is to demonstrate a 5% increase in our math proficiency rate on the End-of-Course (EOC) exam.* * *New Teacher Learning Support will demonstrate that the implementation of new instructional strategies has resulted in a 10% improvement in student learning outcomes.*</p>	<p>[A 1.2.1] Leadership Conferences The administration team will actively participate in leadership conferences at the local, state, regional, and national levels to gain valuable insights into best practices and instructional strategies. The lineup of conferences will feature renowned events such as ASCD (Association for Supervision and Curriculum Development), the Innovative Schools Summit, and the ESSA Conference.</p>	Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Benjamin Hartsfield, Assistant Principal; Tejawanna Hinton, Assistant Principal; Rhonda Kendall, PLC Coach	06/30/2025	Title I	
	<p>[A 1.2.2] Teacher Training/Conferences IB, AP, and AVID teachers will attend local and regional conferences aimed at enriching their instructional approaches through the acquisition of diverse strategies.</p>	Dr. Phillip Nelson, Principal; Rhonda Kendall, PLC	06/30/2025	Title I	

		Coach; Angelica Love, Teacher; Tim Gorski, Teacher; Coshalyn Robinson, Teacher			
	<p>[A 1.2.3] School-Based Professional Development</p> <p>Administrators will provide an array of continuous, high-quality professional development opportunities at the school level for educators and staff. These offerings will focus on instructional practices aimed at enhancing students' academic achievement and growth, including blended learning, social and emotional learning, and inclusion.</p>	Dr. Phillip Nelson, Principal; Dr. Roderick Panye, Vice Principal; Benjamin Hartsfield, Assistant Principal; Tejuwanna Hinton, Assistant Principal	04/30/2025	Title I	
	<p>[A 1.2.4] Instructional Leadership Team (ILT)</p> <p>The Instructional Leadership Team (ILT) will meet on a bi-weekly basis to analyze student performance data and deliberate on the execution of the quarterly Cycle of Professional Learning Opportunities (CPL).</p>	Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Benjamin Hartsfield, Assistant Principal; Tejuwanna Hinton, Assistant Principal; Rhonda Kendall, PLC Coach; Jawanna	05/23/2025	Title I	

		Franklin, IB Coordinator			
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator ***Implementation***</p> <p>* *Tri- Weekly Assessment * * *Quarterly Assessment * * *RTI Progress Monitoring (20-Day Report)*</p> <p>***Effectiveness***</p> <p>* *****Tri-weekly assessments consistently demonstrate that students are performing at 70% or above.* * *Quarterly performance assessment will show that students are showing 70%, which aligns with core instructional standards for the specific quarter.* * *Progress monitoring data review of RTI will show a 5% increase of students who will move at least one Tier Level (for example, if they are a Tier 3, our goal is to move them to Tier 2, and if they are a Tier 2, are goal is to move them to a Tier 1.*</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning</p>	<p>[A 1.3.1] Tri-Weekly Assessment Progress Monitoring Throughout the academic year, educators will conduct ongoing data analysis to track student progress and to provide necessary support for students encountering difficulties.</p>	Dr. Phillip Nelson, Principal; Angelica Love, Teacher; Lashunna Batiste, Teacher; Keith Kearney, Teacher; Amie Williams, Teacher	04/07/2025	Title I	

opportunity and the impact on student learning and content delivery.					
	<p>[A 1.3.2] Peer Power Success Coaches Peer Power Success Coaches will provide academic support to students in English I and English II classes, working in collaboration with teachers in a classroom setting.</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Angelica Love, Teacher, Coshalyn Robinson, Teacher; Brooke Smith, Teacher</p>	<p>04/07/2025</p>	<p>Title I</p>	
	<p>[A 1.3.3] Tutoring Teachers will dedicate one hour per week after school to provide tutoring sessions for students, aiming to improve student achievement.</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Angelica Love, Teacher; Lamonica Vaughn, Teacher; Coshalyn Robinson, Teacher</p>	<p>05/01/2025</p>	<p>Title I</p>	

[G 2] Mathematics

Ridgeway High School's goal is to increase the percentage of students meeting or exceeding expectations in grades 9-11 from 4.4% in (2023) to 9.4% in (2025).

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator ***Implementation***</p> <p>* *Tri-Weekly Assessment*</p> <p>* *Quarterly CFA Data*</p> <p>* *Daily Teacher Observation*</p> <p>***Effectiveness***</p> <p>* *Tri-weekly assessments consistently demonstrate that students are performing at 70% or above.*</p> <p>* *Quarterly performance assessment will show that students are showing 70%, which aligns with core instructional standards for the specific quarter.*</p> <p>* *Quarterly review of teacher of observation will show 80% of teachers are scoring at least a level 3 or above on the TEM Observation Rubric*</p>	<p>[A 2.1.1] Integrating Technology in the Classroom The PLC Coach will purchase Promethean Panels, Laptop Carts, LCD Projectors, Desktop Computers, Printers, and other technology equipment to enhance the student learning experience.</p>	Rhonda Kendall, PLC Coach	04/01/2025	Title I	
	<p>[A 2.1.2] Collaborative Planning Teachers will collaborate during planning to address common concerns, develop lesson plans, analyze data, and share instructional strategies to enhance the learning environment for students.</p>	Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Rhonda Kendall, PLC Coach;	04/07/2025	Title I	

		Lashunna Batiste, Teacher; Taurus DeBerry, Teacher; Rohit Goel, Teacher, Mark Newman, Teacher			
	<p>[A 2.1.3] Secure a Rich Learning Environment for students. Secure the essential supplies, materials, and equipment to confidently support classroom instruction, student engagement, and academic growth.</p>	Dr. Phillip Nelson, Principal; Rhonda Kendall, PLC Coach	04/30/2025	Title I	
	<p>[A 2.1.4] Academic Support for Teachers Administrators, Content Leads and PLC Coach will offer support to educators in the content area by providing professional learning opportunities, modeling effective strategies, and furnishing instructional feedback to enhance teaching practices</p>	Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Benjamin Hartsfield, Assistant Principal; Tejuwanna Hinton, Assistant Principal; Rhonda Kendall, PLC Coach; Lashunna Batise, Teacher	05/23/2025	Title I	
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student</p>	<p>[A 2.2.1] Leadership Conferences The administration team will actively participate in leadership conferences at the local, state, regional, and national levels to gain valuable insights into best practices and instructional strategies. The lineup of conferences will feature renowned events</p>	Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal;	06/30/2025	Title I	

<p>performance.</p> <p>Benchmark Indicator ***Implementation***</p> <p>* *PLC Meeting (Weekly)* * *Instructional Leadership Meeting (ILT) (Bi-Weekly)* * *New Teacher learning Support (Monthly)* ***Effectiveness***</p> <p>* W*eekly Professional Learning Community (PLC) meetings, we analyze disaggregated data to identify specific areas for improvement with the goal of achieving a minimum 5% increase in student performance.* * *Bi-weekly instructional Leadership Meetings, our goal is to demonstrate a 5% increase in our math proficiency rate on the End-of-Course (EOC) exam.* * *New Teacher Learning Support will demonstrate that the implementation of new instructional strategies has resulted in a 10% improvement in student learning outcomes.*</p>	<p>such as ASCD (Association for Supervision and Curriculum Development), the Innovative Schools Summit, and the ESSA Conference.</p>	<p>Benjamin Hartsfield, Assistant Principal; Tejwanna Hinton, Assistant Principal; Rhonda Kendall, PLC Coach</p>			
	<p>[A 2.2.2] Teacher Training/Conferences IB, AP, and AVID teachers will attend local and regional conferences aimed at enriching their instructional approaches through the acquisition of diverse strategies.</p>	<p>Dr. Phillip Nelson, Principal; Rhonda PLC Coach; Angelica Nelson, Teacher, Tim Gorski, Teacher, Coshalyn, Robinson, Teacher</p>	<p>06/30/2025</p>	<p>Title I</p>	
	<p>[A 2.2.3] School-Based Professional Development Administrators will provide an array of continuous, high-quality professional development opportunities</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick</p>	<p>04/30/2025</p>	<p>Title I</p>	

	at the school level for educators and staff. These offerings will focus on instructional practices aimed at enhancing students' academic achievement and growth, including blended learning, social and emotional learning, and inclusion.	Payne, Vice Principal; Benjamin Hartsfield, Assistant Principal; Tejwanna Hinton, Assistant Principal			
	[A 2.2.4] Instructional Leadership Team (ILT) The Instructional Leadership Team (ILT) will meet on a bi-weekly basis to analyze student performance data and deliberate on the execution of the quarterly Cycle of Professional Learning Opportunities (CPL).	Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Benjamin Hartsfield, Assistant Principal; Tejwanna Hinton, Assistant Principal; Rhonda Kendall, PLC Coach; Jawanna Franklin, IB Coordinator	05/23/2025	Title I	
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** **	[A 2.3.1] Tri-Weekly Assessment Progress Monitoring Throughout the academic year, educators will conduct ongoing data analysis to track student progress and to provide necessary support for students encountering difficulties.	Dr. Phillip Nelson, Principal; Lashunna Batiste, Teacher; Taurus DeBerry, Teacher; Mark Newman,	04/07/2025	Title I	

<p>Benchmark Indicator ***Implementation***</p> <p>* *Tri- Weekly Assessment*</p> <p>* *Quarterly Assessment*</p> <p>* *RTI Progress Monitoring (20-Day Report)*</p> <p>***Effectiveness***</p> <p>* *****Tri-weekly assessments consistently demonstrate that students are performing at 70% or above.*</p> <p>* *Quarterly performance assessment will show that students are showing 70%, which aligns with core instructional standards for the specific quarter.*</p> <p>* *Progress monitoring data review of RTI will show a 5% increase of students who will move at least one Tier Level (for example, if they are a Tier 3, our goal is to move them to Tier 2, and if they are a Tier 2, are goal is to move them to a Tier 1.*</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p>		Teacher; Rohit Goel, Teacher			
	<p>[A 2.3.2] Peer Power Success Coaches Peer Power Success Coaches will provide academic support to students in Algebra I, Algebra</p>	Dr. Phillip Nelson, Principal; Dr. Roderick	04/07/2025	Title I	

	<p>II and Geometry classes, working in collaboration with teachers in a classroom setting.</p>	<p>Nelson, Vice Principal; Lashaunna Batiste, Teacher; Taurus DeBerry, Teacher; Rohit Goel, Teacher; Mark Newman, Teacher</p>			
	<p>[A 2.3.3] Tutoring Teachers will dedicate one hour per week after school to provide tutoring sessions for students, aiming to improve student achievement.</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Lashunna Batiste, Teacher; Rohit Goel, Teacher; Taurus DeBerry, Teacher; Mark Newman, Teacher</p>	05/01/2025	Title I	

[G 3] College and Career Readiness

Ridgeway High Schools will increase the percentage of ready graduates from 23.3% (2022*) to 28.3% (2025*) and increase the graduation rate from 90.6% (2023) to 96.6% (2025).

*accountability lag year

Performance Measure

Performance effectiveness will be measure by the following:

- * Early Post Secondary Opportunities being offered
- * ACT composite score (21 or higher)
- * Earnings of Industry Certifications
- * ASVAB Scores
- * Graduation Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation 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>Benchmark Indicator ***Implementation***</p> <p>* *Quarterly Report Card Student Data Review student's report card data to monitor success rates in ACT supported courses.* * *Quarterly ACT Roster Review *</p> <p>* *Review of student report card data will show a 10% increase success rates in ACT-supported courses * * *Review of the ACT roster will show a 10% increase in attendance*</p>	<p>[A 3.1.1] Tennessee Electronic Library (TEL) The librarian will ensure that all ACT Practice Resources, such as the Tennessee Electronic Library (TEL), are made available to all students in grades 9-12.</p>	<p>Dr. Phillip Nelson, Dr. Roderick Payne, Susan Harris</p>	<p>05/05/2025</p>	<p>Title I</p>	
	<p>[A 3.1.2] PSAT The PSAT will be administered to all freshmen in October. This will enable them to accurately gauge their performance levels, cultivate their test-taking skills, and effectively prepare for future assessments.</p>	<p>Dr. Phillip Nelson, Dr. Rodrick Payne, Latonia Vann</p>	<p>10/31/2024</p>	<p>Title 1</p>	
	<p>[A 3.1.3] Peer Power (ACT Bootcamp) Peer Power Success Coaches will be hosting an ACT boot camp for all 11th and 12th graders before their upcoming state schedule ACT assessment. During the boot camp, success coaches will provide instruction on ACT strategies, and students will also have the opportunity to work on the official ACT prep site.</p>	<p>Dr. Phillip Nelson, Dr. Roderick Payne, Danielle Nelson</p>	<p>04/01/2025</p>	<p>Title I</p>	

<p>[S 3.2] Early Post-Secondary Opportunities Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Benchmark Indicator ***Implementation***</p> <p>* *Yearly expansion of opportunities for high school students to access dual enrollment and advanced academic courses to increase college and career readiness.** *</p> <p>* *Semester review of Advance Academic courses*</p> <p>***Effectiveness***</p> <p>* *The semester review will definitively show a 2% increase in the number of Advanced Academic courses offered per year.*</p> <p>* *To improve the enrollment numbers in AP Virtual Academy and TN's Access for All, we aim to increase the course selection for AP courses by 2%.*</p>	<p>[A 3.2.1] Dual Credit Courses Students are afforded the opportunity to enroll in one or more Dual Credit courses, thereby facilitating EPSO opportunities for all students and granting them access to college courses in order to accrue college credits.</p>	Principal: Dr. Phillip Nelson; Vice Principal: Dr. Roderick Payne; Guidance Counselors: Yolanda Grant, Kimberly Harville	08/09/2024	Title I	
	<p>[A 3.2.2] Advanced Placement Courses (AP) Students have the option to register for advanced placement courses, affording them the opportunity to engage with post-secondary coursework across diverse subject areas.</p>	Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Yolanda Grant, Guidance Counselor; Kimberly Harville, Guidance Counselor	08/09/2024	Title I	

<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Benchmark Indicator ***Implementation***</p> <p>* *Quarterly monitor enrollment and course selection for CTE *</p> <p>* *Semester review of student career interest *</p> <p>***Effectiveness***</p> <p>* * Quarterly review will assess whether there is a need to raise the enrollment in Career and Technical Education (CTE) by 5% and enhance our course selection by 2%.*</p> <p>* *Review students' career interests at the end of the semester to achieve a 10% increase in their engagement and exploration of various career pathways.*</p>	<p>[A 3.3.1] Integrating Technology in the Classroom The PLC Coach will purchase Promethean Panels, Laptop Carts, LCD Projectors, Desktop Computers, Printers, and other technology equipment to enhance the student learning experience.</p>	<p>Rhonda Kendall</p>	<p>04/01/2025</p>	<p>Title I</p>	
	<p>[A 3.3.2] College and Career Ready Industrial Tours Students in grades 9-12 will actively engage in industrial tours and college and career-ready field trips, providing them with the opportunity to explore diverse industries and connect with professionals in these fields.</p>	<p>Dr. Phillip Nelson, Tracy Flowers, Jessica Andre, Reginald Allen, Mary Goolsby</p>	<p>05/02/2025</p>	<p>ISM Grant</p>	
	<p>[A 3.3.3] College and Career Ready Exploration Students will partake in internships and work-based experiences to cultivate skill sets and secure employment opportunities through Work-Based Learning.</p>	<p>Dr. Phillip Nelson - Principal; Dr. Roderick Payne - Vice Principal; Jessica Andre - Teacher; Tracey Flower</p>	<p>05/05/2025</p>	<p>ISM Grant</p>	

		- Teacher; Reginald Allen - Teacher; Mary Goolsby - Teacher			
	<p>[A 3.3.4] Work- Based Learning (College and Career Ready)</p> <p>Students will expand upon their classroom-based instruction to cultivate essential employability skills, thereby equipping themselves for achievement in postsecondary education and prospective careers.</p>	<p>Dr. Phillip Nelson - Principal; Jessica Andre - Teacher; Tracy Flowers - Teacher; Reginald Allen - Teacher; Mary Goolsby - Teacher</p>	05/12/2025	ISM Grant	
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</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.</p> <p>Benchmark Indicator</p> <p>***Implementation***</p> <p>* *Semi- annual review of parent and student evaluation survey data.*</p> <p>* *Semi-annual review of student individualized plans.*</p> <p>***Effectiveness***</p> <p>* *The semi- annual review of the feedback received from parents and students through evaluation surveys, will determine if there is a necessity to expand the high school course options by 5% in order to better cater to the preferences and requirements of the students.*</p>	<p>[A 3.4.1] IB Coordinator (Middle School Recruitment)</p> <p>The IB Coordinator will be visiting several middle schools in order to showcase our IB Program, and to provide information to students about our IB courses and the post-secondary opportunities available within the program.</p>	<p>Dr. Phillip Nelson - Principal; Dr. Rodrick Payne - Vice Principal; Jawanna Franklin - Teacher</p>	05/23/2025		

<p>* *Reviewing students' individualized plans semi-annually ensuring the success of every student and assess each student's progress and make necessary adjustments to ensure that 100% of our students are on track for the next grade. This involves the implementation of accommodations, modifications, and interventions tailored to each student's different needs and circumstances.*</p>					
	<p>[A 3.4.2] Middle School Recruitment (Ninth Grade Guidance Counselor) The ninth-grade guidance counselor will conduct visits to various middle schools in order to conduct informational sessions for middle school students. The purpose of these sessions is to provide detailed information about the diverse range of course offerings and programs available at RHS, including the IB Program, AP, Dual Credit, Dual Enrollment, Fine Arts, CTE, Athletics, and Clubs.</p>	<p>Dr. Phillip Nelson - Principal; Tejwanna Hinton - Assistant Principal; Latonya Vann - Guidance Counselor</p>	<p>05/16/2025</p>		

[G 4] Safe and Healthy Students
RHS will maintain at least a progressive discipline rate in SY2024-25, from in SY2023-24 (i.e., supports and intervention) among our overall disciplinary incidents (i.e., office referrals/other documented supports).

Performance Measure
Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

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.</p> <p>Benchmark Indicator ***Implementation***</p>	<p>[A 4.1.1] PBIS Team The PBIS team will use PowerBI to analyze data and collaborate with teachers to identify at-risk students for chronic absenteeism, aiming to improve attendance and reduce behavioral issues</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Benjamin Hartsfield; Assistant</p>	<p>05/09/2025</p>		

<p>*20-Day Discipline Report*</p> <p>*20-Day Attendance Report*</p> <p>***Effectiveness***</p> <p>* The 20-day discipline report will demonstrate a 20% decrease in student discipline incidents.*</p> <p>*The 20-day discipline report will show a 20% decrease in our suspension rate, leading to a 10% increase in our attendance rate.*</p>					
	<p>[A 4.1.2] ISS Monitor The ISS instructor will maintain a structured environment within the ISS room, supervise assignments, and offer instructional support as needed.</p>	<p>Dr. Phillip Nelson; Principal; Joe McCleod; ISS Monitor</p>	<p>05/16/2025</p>		
	<p>[A 4.1.3] School Attendance Review Team (SART) Administrators at each grade level will set up personalized meetings with parents and their regularly absent students. At these meetings, they will thoroughly explain district attendance policies, offer exciting student rewards, and provide helpful resources to families</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Benjamin Hartsfield, Assistant Principal; Tejwanna Hinton, Assistant Principal</p>	<p>05/16/2025</p>		
<p>[S 4.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and</p>	<p>[A 4.2.1] District-Led Professional Development The school's administrators, faculty, and staff will engage in district-leading professional development to implement strategies aimed at increasing attendance and reducing behavioral issues.</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal</p>	<p>05/16/2025</p>		

<p>behavior positively impacting student achievement.</p> <p>Benchmark Indicator ***Implementation***</p> <p>* *20-day Discipline and Attendance Reports*</p> <p>* *20-day Student Data Entry Report*</p> <p>*** Effectiveness***</p> <p>* *20-Day report of student discipline and attendance will show a 10% increase in our attendance rate, a 10% decrease in chronic absenteeism rate, and a 10% decrease in SART meetings.*</p> <p>* *20-day report will indicate a 10% decrease in data entry errors and a 10% improvement in our attendance rate.*</p>					
	<p>[A 4.2.2] Social-Emotional Learning (SEL) Professional Development</p> <p>Guidance counselors will provide social-emotional learning (SEL) training at the school level to assist educators in managing their classrooms, refining decision-making skills, creating supportive environments, and fostering strong teacher-student relationships.</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Yolanda Grant, Guidance Counselor; Kimberly Harville, Guidance Counselor; Latonya Vann, Guidance Counselor</p>	<p>09/06/2024</p>		
<p>[S 4.3] Parent, Family, and Community Engagement</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance</p>	<p>[A 4.3.1] Parent Informational Sessions</p> <p>Throughout the academic year, we will be conducting a series of informational sessions aimed at supporting parents in fostering academic success for their children and preparing them for</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice</p>	<p>05/09/2025</p>		

<p>and behavior.</p> <p>Benchmark Indicator ***Implementation***</p> <p>* *20-Day Attendance Report*</p> <p>* *20-Day Discipline Report*</p> <p>***Effectiveness***</p> <p>* *20-day report will show a minimum of 5% increase in our attendance for after-engagement events.*</p> <p>* *20 days will show a positive 5% decrease in disciplinary issues.*</p>	<p>opportunities beyond high school. The topics covered during these sessions will include Title I, Family Engagement Plan & School Compact, Data Night, Advance Academics, FAFSA Night, as well as Grade Level Parent information sessions, among others.</p>	<p>Principal; Rhonda Kendall, PLC; Yolanda Grant, Guidance Counselor, Kimberly Harville, Guidance Counselor, Latonya Vann, Guidance Counselor Demetrius Bradshaw, Family Engagement Specialist;</p>			
	<p>[A 4.3.2] Parent-Teacher-Student Orgnization The President of the Parent-Teacher-Student Organization (PTSO) will convene monthly meetings to facilitate effective communication between the school administration and parents who actively support RHS through their participation in various activities, events, and programs.</p>	<p>Dr. Phillip Nelson, Principal</p>	<p>05/02/2025</p>	<p>Title I</p>	
	<p>[A 4.3.3] Family Engagement Specialist The Family Engagement Specialist will organize activities to increase family involvement, guide families to programs addressing specific needs, and facilitate greater involvement in their school community.</p>	<p>Dr. Phillip Nelson, Principal; Dr. Roderick Payne, Vice Principal; Demetrius Bradshaw, Family Engagement Specialist</p>	<p>05/02/2025</p>		