

Sheffield High Annual Plan (2024 - 2025)

Last Modified at Nov 21, 2024 04:16 PM CST

[G 1] Reading/Language Arts: By May 2025, Sheffield High School will increase met and exceeded expectation rates from 8.7% (2023-2024) to 13.7% (2024-2025) in grades 9 and 10 with a focus on 10th grade literacy.

****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] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
|---|--|----------------------------|---------------------------|--------------------------|-------|
| <p>[S 1.1] Support implementation of standards aligned curricula</p> <p>Rationale -----</p> <p>*Sheffield High School will provide daily access to a rigorous ELA curriculum that will develop students' deep understanding of content, provide quality Tier I instruction, standards based objectives, task, assessments that are aligned with the State's academic content standards, and promote mastery of TN standards to ensure students are career and college ready.*</p> <p>Supporting Data -----</p> <p>*Existing Strategy*</p> <p>*District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in ELA in the Spring of 2024. In ELA there was an increase of 4.5% of students</p> | <p>[A 1.1.1] Instructional Material, Supplies, and Resources</p> <p>Description -----</p> <p>*Teachers and students will be provided with instructional materials, supplies, and/or equipment to support implementation of instructional programs, academic growth, and achievement. Examples of instructional material, supplies, and equipment to be purchased paper, composition notebooks, binders, books, laptops and laptop carts, desktops, tablets, interactive panel, all-in-learning clickers, and etc. Parental trainings and meetings will also be held in which supplemental learning materials will be purchased for students and parents to assist with student academic growth and achievement.*</p> <p>Implementation -----</p> <p>* *Daily classroom observations using High Impact</p> | Stephanie House, PLC Coach | 03/03/2025 | SSIG 1.0 SSIG 2.0 | |

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| <p>scoring met or exceeded from the fall of 2023 to the spring of 2024.*</p> <p>Benchmark Indicator Implementation -----</p> <p>* *Daily classroom observations using High Impact Strategies*</p> <p>* *Weekly lesson plan review and feedback*</p> <p>* *School-wide tri-weekly Assessments *</p> <p>Effectiveness -----</p> <p>* *Increase tri-weekly ELA Assessment proficiency rates in met and exceeded by 5%*</p> <p>* *Increase the implementation of the gradual release model by 80% within the classroom during teaching time by quarter 2.*</p> <p>* *Weekly lesson plans will indicate high impact strategies and align with curriculum guides 90% of the time.*</p> | <p>Strategies*</p> <p>* *Weekly lesson plan review and feedback*</p> <p>* *School-wide tri-weekly Assessments*</p> <p>**</p> <p>Effectiveness -----</p> <p>* *Increase tri-weekly ELA Assessment proficiency rates in met and exceeded by 5%*</p> <p>* *Increase the implementation of the gradual release model by 80% within the classroom during teaching time by quarter 2.*</p> <p>* *Weekly lesson plans will indicate high impact strategies and align with curriculum guides 90% of the time.*</p> | | | | |
| | <p>[A 1.1.2] Access to a Rigorous Curriculum Description -----</p> <p>*Sheffield High School will provide teachers with district curriculum resources such as curriculum guides, high impact strategies, and unit plan and lesson plan templates that outline modules for essential knowledge as well as skills and tasks aligned to TN stated standards. Curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.*</p> <p>Implementation -----</p> <p>* *Daily classroom observations using High Impact Strategies*</p> <p>* *Weekly lesson plan review and feedback*</p> | <p>Dr. Melanie Black, Principal and Wallace Cunningham, Instructional Coach (ELA)</p> | <p>05/01/2025</p> | <p>TAG 4.0</p> | |

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| | <p>* *School-wide tri-weekly Assessments *</p> <p>Effectiveness</p> <p>-----</p> <p>* *Increase tri-weekly ELA Assessment proficiency rates in met and exceeded by 5%*</p> <p>* *Increase the implementation of the gradual release model by 80% within the classroom during teaching time by quarter 2.*</p> <p>* *Weekly lesson plans will indicate high impact strategies and align with curriculum guides 90% of the time.*</p> | | | | |
| | <p>[A 1.1.3] Tri-Weekly Common Assessments</p> <p>Description</p> <p>-----</p> <p>*Administrators will create tri-weekly assessments that are objective-driven and curriculum and standard-aligned. Common tri-weekly assessments will be given every three weeks, using the SUPE schools choice of testing platform or Edulastic. Instructional Coaches and Sheffield High School staff will High Impact Strategies to monitor the integrity and implementation of Tier 1 ELA instruction.*</p> <p>Implementation</p> <p>-----</p> <p>* *Daily classroom observations using High Impact Strategies*</p> <p>* *Weekly lesson plan review and feedback*</p> <p>* *School-wide tri-weekly Assessments*</p> <p>Effectiveness</p> <p>-----</p> <p>* *Increase tri-weekly ELA Assessment proficiency rates in met and exceeded by 5%*</p> <p>* *Increase the implementation of the gradual release model by 80% within the classroom during teaching time by quarter 2.*</p> <p>* *Weekly lesson plans will indicate high impact</p> | Dr. Melanie Black, Principal and Wallace Cunningham, Instructional Coach (ELA) | 03/28/2025 | | |

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| | strategies and align with curriculum guides 90% of the time.* | | | | |
| <p>[S 1.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale</p> <p>-----</p> <p>*Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.*</p> <p>Supporting Data</p> <p>-----</p> <p>*Existing Strategy*</p> <p>*District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in ELA in the Spring of 2024. In ELA there was an increase of 4.5% of students scoring met or exceeded from the fall of 2023 to the spring of 2024.*</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>* *Weekly Professional Learning Communities agenda and outputs*</p> <p>* *Quarterly Collaborative Planning Session agenda and sign in *</p> <p>* *Quarterly Professional Development agenda, minutes, and sign in*</p> <p>Effectiveness</p> | <p>[A 1.2.1] Professional School Communities</p> <p>Description</p> <p>-----</p> <p>*Weekly PLC meetings are held during common planning time. Teachers are provided quality professional training at the school level, from school level advisors and district advisors, MSCS Professional Development Offices, and MSCS Department of Curriculum and Instruction, that will leverage their pedagogy and implementation of best practices that will increase student academic growth and achievement.*</p> <p>Implementation</p> <p>-----</p> <p>* *Weekly Professional Learning Communities agenda and outputs*</p> <p>* *Quarterly Collaborative Planning Session agenda and sign in *</p> <p>* *Quarterly Professional Development agenda, minutes, and sign in*</p> <p>**</p> <p>Effectiveness</p> <p>-----</p> <p>* *Increase ELA tri-weekly assessments met or exceeded expectations by 5% or above by spring 2024.*</p> <p>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</p> <p>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *</p> | Dr. Melanie Black, Principal and Wallace Cunningham, Instructional Coach (ELA) | 05/02/2025 | | |

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| | <p>[A 1.2.2] Content Specific Professional Development</p> <p>Description</p> <p>-----</p> <p>*Instructional Leadership Team (ILT) will plan, develop and facilitate professional development sessions throughout the school year to support teachers based on need assessments, IPG, data, formal observation and informal observation data, post conference feedback to improve the teaching and learning environment.*</p> <p>Implementation</p> <p>-----</p> <p>* *Weekly Professional Learning Communities agenda and outputs*</p> <p>* *Quarterly Collaborative Planning Session agenda and sign in *</p> <p>* *Quarterly Professional Development agenda, minutes, and sign in*</p> <p>Effectiveness</p> <p>-----</p> <p>* *Increase ELA tri-weekly assessment met or exceeded expectations by 5% or above by spring 2024.*</p> | <p>Dr. Melanie Black, Principal and Wallace Cunningham, Instructional Coach (ELA)</p> | <p>05/02/2025</p> | <p>SSIG 2.0</p> | |

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| | <p>* *Implementation of strategies and practices learned from attending PLC meetings and professional development opportunities will be at 80% or above as shown by strategy specific walkthroughs.*</p> <p>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</p> <p>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.*</p> | | | | |
| | <p>[A 1.2.3] Instructional Leadership Team quarterly Cycle of Professional Learning</p> <p>Description</p> <p>-----</p> <p>*Monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities.*</p> <p>Implementation</p> <p>-----</p> <p>* *Weekly Professional Learning Communities agenda and outputs*</p> <p>* *Quarterly Collaborative Planning Session agenda and sign in *</p> <p>* *Quarterly Professional Development agenda, minutes, and sign in*</p> <p>Effectiveness</p> <p>-----</p> <p>* *Increase ELA tri-weekly assessment met or exceeded expectations by 5% or by spring 2024.*</p> <p>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</p> | Dr. Melanie Black, Principal and Wallace Cunningham, Instructional Coach (ELA) | 05/02/2025 | | |

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| | * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes * | | | | |
| <p>[S 1.3] Provide enrichment and accelerated learning opportunities for all students</p> <p>Rationale</p> <p>-----</p> <p>*Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.*</p> <p>Supporting Data</p> <p>-----</p> <p>*Existing Strategy *</p> <p>*District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in ELA in the Spring of 2024. In ELA there was an increase of 4.5% of students scoring met or exceeded from the fall of 2023 to the spring of 2024.*</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>* *Monthly progress monitoring data reports with a focus on deficit areas *</p> <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness</p> <p>-----</p> | <p>[A 1.3.1] After-School Tutoring</p> <p>Description</p> <p>-----</p> <p>*Teachers will offer at one hour of tutoring outside of the instructional day three days a week to provide additional support to students so that he/she can attain content mastery.*</p> <p>Implementation</p> <p>-----</p> <p>* *Monthly progress monitoring data reports with a focus on deficit areas *</p> <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness</p> <p>-----</p> <p>* *At-risk students should score at least 70% or higher on ELA tri-weekly assessments.*</p> <p>* *Quarterly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p> | Stephanie House, PLC Coach | 04/11/2025 | | |

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| <p>[A 1.3.2] ELA Push-In/ Co-Teaching (ESL)</p> <p>Description</p> <p>-----</p> <p>*ESL push-in/ co-teachers will work collaboratively with ELA content teachers to design and deliver appropriate scaffolds and accommodations for multilingual learners.*</p> <p>Implementation</p> <p>-----</p> <p>* *Monthly progress monitoring data reports with a focus on deficit areas *</p> <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness</p> <p>-----</p> <p>* *At-risk students should score at least 70% or higher on ELA tri-weekly assessments.*</p> <p>* *Quarterly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p> | <p>Keisha Hicks, Assistant Principal and Janice Jackson, ESL Teacher</p> | <p>05/02/2025</p> | | | |
| <p>[A 1.3.3] ELA Push-In/ Co-Teaching (DEC)</p> <p>Description</p> <p>-----</p> <p>*DEC push-in/ co-teachers will work collaboratively</p> | <p>Melanie Black, Principal and Lloyd Fisher, DEC</p> | <p>05/05/2025</p> | | | |

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| | <p>with ELA content teachers to design and deliver appropriate scaffolds and accommodations students in DEC.*</p> <p>Implementation -----</p> <p>* *Monthly progress monitoring data reports with a focus on deficit areas *</p> <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness -----</p> <p>* *At-risk students should score at least 70% or higher on ELA tri-weekly assessments.*</p> <p>* *Quarterly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p> | | | | |
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[G 2] Mathematics: By May 2025, Sheffield High School will increase Math met and exceeded expectation rates from 3.7% (2023-2024) to 8.7% (2024-2025) in grades 9, 10, and 11 with a focus on Algebra I.

****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.

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| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 2.1] Support implementation of standards aligned curricula</p> <p>Rationale -----</p> <p>*Sheffield High School will provide daily access to a rigorous Math curriculum that will develop students' deep understanding of content, provide quality Tier I instruction, standards based objectives, task, assessments that are aligned with the State's academic content standards, and promote mastery of TN standards to ensure students are career and college ready.*</p> <p>Supporting Data -----</p> <p>*Existing Strategy*</p> <p>*District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in Math in the Spring of 2024. In Math there was an increase of 0.7% of students scoring met or exceeded from the fall of 2023 to the spring of 2024.*</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>* *Daily classroom observations using High Impact Strategies*</p> <p>* *Weekly lesson plan review and feedback*</p> <p>* *School-wide tri-weekly Assessments*</p> <p>Effectiveness -----</p> <p>* *Increase tri-weekly Math Assessment proficiency rates in met and exceeded by 5%*</p> <p>* *Increase the implementation of the gradual release model by 80% within the classroom during teaching time by quarter 2.*</p> | <p>[A 2.1.1] Instructional Material, Resources, and Supplies</p> <p>Description -----</p> <p>*Teachers and students will be provided with instructional materials, supplies, and/or equipment to support implementation of instructional programs, academic growth, and achievement. Examples of instructional material, supplies, and equipment to be purchased paper, composition notebooks, binders, books, laptops and laptop carts, desktops, tablets, interactive panel, and etc. Parental trainings and meetings will also be held in which supplemental learning materials will be purchased for students and parents to assist with student academic growth and achievement.*</p> <p>Implementation -----</p> <p>* *Daily classroom observations using High Impact Strategies*</p> <p>* *Weekly lesson plan review and feedback*</p> <p>* *School-wide tri-weekly Assessments*</p> <p>**</p> <p>Effectiveness -----</p> <p>* *Increase tri-weekly Math Assessment proficiency rates in met and exceeded by 5%*</p> <p>* *Increase the implementation of the gradual release model by 80% within the classroom during teaching time by quarter 2.*</p> <p>* *Weekly lesson plans will indicate high impact strategies and align with curriculum guides 90% of the time.*</p> | <p>Stephanie House, PLC Coach</p> | <p>03/03/2025</p> | <p>SSIG 2.0</p> | |
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| | <p>[A 2.1.3] Tri-Weekly Common Assessments Description -----</p> <p>*Administrators will create tri-weekly assessments that are objective-driven and curriculum and</p> | <p>Kimberly Greer, Assistant Principal</p> | <p>05/01/2025</p> | | |

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| | <p>standard-aligned. Common tri-weekly assessments will be given every three weeks, using the SUPE schools choice of testing platform or Edulastic. Instructional Coaches and Sheffield High School staff will High Impact Strategies to monitor the integrity and implementation of Tier 1 Math instruction.*</p> <p>Implementation -----</p> <p>* *Daily classroom observations using High Impact Strategies*</p> <p>* *Weekly lesson plan review and feedback*</p> <p>* *School-wide tri-weekly Assessments*</p> <p>Effectiveness -----</p> <p>* *Increase tri-weekly Math Assessment proficiency rates in met and exceeded by 5%*</p> <p>* *Increase the implementation of the gradual release model by 80% within the classroom during teaching time by quarter 2.*</p> <p>* *Weekly lesson plans will indicate high impact strategies and align with curriculum guides 90% of the time.*</p> | | | | |
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| | <p>[A 2.2.3] Instructional Leadership Team quarterly Cycle of Professional Learning</p> <p>Description -----</p> <p>*Monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data</p> | <p>Kimberly Greer, Assistant Principal and Christina Taylor, Math Lead</p> | 05/01/2025 | | |

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| | <p>trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities.*</p> <p>Implementation -----</p> <p>* *Weekly Professional Learning Communities agenda and outputs*</p> <p>* *Quarterly Collaborative Planning Session agenda and sign in *</p> <p>* *Quarterly Professional Development agenda, minutes, and sign in*</p> <p>Effectiveness -----</p> <p>* *Increase Math tri-weekly assessment proficiency rates in met or exceeded expectations by 5% or by spring 2024.*</p> <p>* *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 90% of the time.*</p> <p>* *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes *</p> | | | | |
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| <p>*Existing Strategy*</p> <p>*District Formative Assessments (Mastery Connect)- SHS saw an increase in District Assessment Data in Math in the Spring of 2024. In Math there was an increase of 0.7% of students scoring met or exceeded from the fall of 2023 to the spring of 2024.*</p> <p>Benchmark Indicator Implementation -----</p> <p>* *Monthly progress monitoring data reports with a focus on deficit areas *</p> <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness -----</p> <p>* *At-risk students should score at least 70% or higher on Math tri-weekly assessments.*</p> <p>* *Quarterly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p> | <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness -----</p> <p>* *At-risk students should score at least 70% or higher on Math tri-weekly assessments.*</p> <p>* *Quarterly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p> | | | | |
| | <p>[A 2.3.2] Math Push-In/ Co-Teaching (ESL) Description -----</p> <p>*ESL push-in/ co-teachers will work collaboratively with Math content teachers to design and deliver appropriate scaffolds and accommodations for multilingual learners.*</p> <p>Implementation -----</p> | <p>Kimberly Greer, Assistant Principal, Benjamin Dzib, ESL Teacher, and Jacquator Ferguson, ESL Teacher</p> | <p>05/01/2025</p> | | |

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| | <p>* *Monthly progress monitoring data reports with a focus on deficit areas *</p> <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness -----</p> <p>* *At-risk students should score at least 70% or higher on Math tri-weekly assessments.*</p> <p>* *Quarterly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p> | | | | |
| | <p>[A 2.3.3] Math Push-In/ Co-Teaching (DEC) Description -----</p> <p>*DEC push-in/ co-teachers will work collaboratively with Math content teachers to design and deliver appropriate scaffolds and accommodations students in DEC.*</p> <p>Implementation -----</p> <p>* *Monthly progress monitoring data reports with a focus on deficit areas *</p> <p>* *Monthly data team meetings agendas and sign in sheets *</p> <p>* *Bi-Quarterly review of grade reports for at-risk or identified students*</p> <p>Effectiveness -----</p> | <p>Kimberly Greer, Assistant Principal and Brianna Hooper, DEC</p> | 05/01/2025 | | |

| | <p>* *At-risk students should score at least 70% or higher on Math tri-weekly assessments.*</p> <p>* *Quarterly data team meetings show 100% participation from teachers and administration*</p> <p>* *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*</p> | | | | |
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| <p>[G 3] College and Career Readiness: By May 2025, Sheffield High School will increase the percentage of ready graduates rates from 12.8% (2024) to 20% (2025) and the graduation rate from 52.48% (2024) to 60% (2025).</p> <p>**Effective Instruction Best for All Strategic Plan alignment: Academics**</p> <p>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.</p> | | | | | |
| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
| <p>[S 3.1] ACT Preparation</p> <p>Rationale</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>Supporting Data</p> <p>-----</p> <p>*New Strategy*</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>* *Quarterly school level data meetings*</p> | <p>[A 3.1.1] ACT Prep Courses</p> <p>Description</p> <p>-----</p> <p>*Provide targeted content and test-taking skills support to students in the 16-20 ACT Composite cohort in an attempt to undergird content area deficits, improve testing stamina and address school-wide areas for concern. Additionally, ACT Prep courses act as an opportunity for students to engage in the ChalkTalk support platform, which provides custom plans for each student based on diagnostic performance results.*</p> <p>Implementation</p> <p>-----</p> <p>* *Quarterly school level data meetings*</p> <p>* *One awareness opportunity per semester*</p> <p>**</p> <p>Effectiveness</p> <p>-----</p> | Dr. Marylin Hilliard, Graduation Coach | 05/01/2025 | SSIG 2.0 | |

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| <p>* *Quarterly Naviance assessments *</p> <p>Effectiveness -----</p> <p>* *Increase ACT prep classes student grades/performance levels at or above 70% mastery in winter 2024 and spring 2025.*</p> <p>* *Quarterly attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery increasing ACT scores to 21 or higher from 0% to 3%.*</p> | <p>* *Increase in attendance in semester awareness opportunities by 5% from the winter awareness opportunities to spring awareness opportunities.*</p> <p>* *Quarterly attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery increasing ACT scores to 21 or higher from 0% to 3%.*</p> | | | | |
| | <p>[A 3.1.2] ACT Professional Development</p> <p>Description -----</p> <p>*ACT Specialists at each SCS managed high school will participate in annual professional learning to enhance ACT test prep, deepen understanding of ACT data and increase awareness around the components and construction of the assessment itself and its link to high quality core instruction.*</p> <p>Implementation -----</p> <p>* *Quarterly workshop agendas and sign in sheets*</p> <p>* *Quarterly ACT data meetings*</p> <p>* *Sheffield High School's ACT Plan*</p> <p>Effectiveness -----</p> | Dr. Marylin Hilliard, Graduation Coach | 05/01/2025 | | |

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| | <p>* *Quarterly review of student's report card data to monitor success rates in ACT supported courses.*</p> <p>* *Quarterly attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery increasing ACT scores to 21 or higher.*</p> | | | | |
| <p>[S 3.2] Provide equitable access to early postsecondary opportunities: dual credit / dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), College Level Exam Program (CLEP), Cambridge International Examinations (CIE), industry certifications</p> <p>Rationale</p> <p>-----</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. *</p> <p>Supporting Data</p> <p>-----</p> <p>*New Strategy*</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>* *Semester review of the number of Dual Enrollment courses offered per year *</p> <p>* *Semester review of students enrolled in each Dual Enrollment course *</p> <p>* *Quarter review of report card data of students in Dual Enrollment tutoring *</p> <p>Effectiveness</p> <p>-----</p> | <p>[A 3.2.1] Dual Credit Course Offerings</p> <p>Description</p> <p>-----</p> <p>*Develop and expand opportunities for all students to access multiple early post-secondary credits while still enrolled in high school and provide content specific, embedded professional development training, and workshops to assist with meeting graduation goals.*</p> <p>Implementation</p> <p>-----</p> <p>* *Semester review of the number of Dual Enrollment courses offered per year *</p> <p>* *Semester review of students enrolled in each Dual Enrollment course *</p> <p>Effectiveness</p> <p>-----</p> <p>* *Increase the number of Dual Enrollment offerings by 5% of current offerings based on the master schedule *</p> <p>* *Increase the outcome of students taking Dual Enrollment offerings.*</p> | <p>Dr. Melanie Black, Principal and Shanique Sanders-Johnson, Counselor</p> | <p>05/01/2025</p> | | |

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| <p>* *Increase the number of Dual Enrollment offerings by 5% of current offerings based on the master schedule *</p> <p>* *Increase the outcome of students taking Dual Enrollment offerings.*</p> | | | | | |
| | <p>[A 3.2.2] Industry Certifications</p> <p>Description</p> <p>-----</p> <p>*Students in grades 9th-12th who score 70% and above will have the opportunity to earn career/technical certifications that are aligned with CCTE programs and career opportunities.*</p> <p>Implementation</p> <p>-----</p> <p>* *Quarterly monitor enrollment and courses selection for 8th and 9th grade students in CCTE courses*</p> <p>* *Analyze semester transcripts*</p> <p>Effectiveness</p> <p>-----</p> <p>* *Increase student interest with alignment of course offerings and selectins by 50% alignment*</p> <p>* *Increase passing scores to a minimum of 70% in all CCTE courses*</p> | <p>Shanique Sanders-Johnson, Counselor</p> | <p>05/01/2025</p> | | |
| <p>[S 3.3] Career Exploration and Work- Based Learning Opportunities</p> <p>Rationale</p> <p>-----</p> <p>*Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.*</p> | <p>[A 3.3.1] Boys and Girls Club: College Tours and Work Based Learning Programs</p> <p>Description</p> <p>-----</p> <p>*Students will have the opportunity to visit various colleges and attend career fairs. This will allow them to experience college life and explore the many careers that are available to them. Students may also participate in job shadowing activities that</p> | <p>Marcellous Chatman, Boys and Girls Club Program Director</p> | <p>05/01/2025</p> | | |

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| Supporting Data ----- | will allow hands-on experience in the field. * | | | | |
| *New Strategy* | Implementation ----- | | | | |
| Benchmark Indicator Implementation ----- | * *Monthly College Visits* * *Quarterly Work-Based Tours* | | | | |
| * *Semester review of student career interest inventories to gauge and support high school course planning.* * *Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability as they enter early high school grades.* Effectiveness ----- | Effectiveness ----- * *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * *Increased number of students applying to college and technical programs during their senior year* * *Increase number of students participating in career internships while still in high school* * *Increased number of college scholarship dollars offered to the graduating cohort* | | | | |
| *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* | | | | | |

[G 4] Safe and Healthy Students: By May, 2025 Sheffield High School will focus on chronic absenteeism and discipline to move towards a 20% decrease in 2025. Sheffield High School will decrease chronic absenteeism rates from 57.9% (2024) to 26% (2025).

****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] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 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 |
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| [S 4.1] Provide support in developing a positive school culture and maintaining a school | [A 4.1.1] Monitoring Student Attendance Description | Kimberly Greer, | 05/01/2025 | | |

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| <p>environment that is conducive to effective instruction</p> <p>Rationale -----</p> <p>*Chronic absenteeism remains a challenge for Sheffield High School since returning to in person learning. Students must be present in order to receive instruction. In addition, there have been many staffing changes during the past year and training is crucial to ensuring proper documentation and tracking of students who may need additional services.*</p> <p>Supporting Data -----</p> <p>*Existing Strategy*</p> <p>*Attendance Report- Sheffield High School's chronic absenteeism rate decreased 2.5% in 2023-2024 from the previous school year.*</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>* *Weekly attendance reports using raptor*</p> <p>* *Monthly attendance team meetings and sign in sheets*</p> <p>* *District 20 day attendance reports*</p> <p>Effectiveness -----</p> <p>* *Sheffield High School will meet or exceed its chronic absenteeism goal for 2024-2025*</p> <p>* *Incremental increase of 3% on 20 day reports for attendance rates leading to an overall attendance rate increase*</p> | <p>-----</p> <p>*Sheffield High School will utilize a streamlined process for monitoring student attendance and tracking at-risk (5%-8% attendance rate) or chronically absent (10% attendance rate or higher) students.*</p> <p>Implementation -----</p> <p>* *Daily attendance reports and reconciliation*</p> <p>* *Tracking documentation of at-risk students*</p> <p>* *Monthly clean-up procedure documentation*</p> <p>Effectiveness -----</p> <p>* *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase to 93.0% or higher in 2025.*</p> <p>* *85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.*</p> <p>* *Chronically out of school rates will decrease 2% or more per quarter.*</p> | <p>Assistant Principal and Portia Nichols, Attendance Liaison</p> | | | |
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| | <p>[A 4.1.2] Success Academy</p> <p>Description</p> <p>-----</p> <p>*Sheffield High School's Success Academy Monitor and Behavior Specialist will provide discipline support by monitoring students in Success Academy respectively, allowing more days in school versus out-of-school suspension. Sheffield High School's Success Academy Monitor will utilize a character-building curriculum for at-risk students with a focus on restorative justice practices that re-establish the student's relationship with the school community. The behavior specialist will utilize a variety of behavior techniques to calm and center disruptive students so that they may return to their classrooms and resume their instructional day.*</p> <p>Implementation</p> <p>-----</p> <p>* *Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* *Daily student point logs for Success Academy, student report information, student behavior logs *</p> <p>Effectiveness</p> <p>-----</p> <p>* *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* *Every 20 days student secure the B.A.G. (Behavior, Attendance, Grades) initiative of Sheffield High School data points such as student C.O.M.E. to Win status tracking attendance (20 day), student behavior incidents and logs and student grades where students are maintaining a 2.5 GPA or higher and E's and S's in conduct. *</p> | Edward Kuykendoll, Behavior Specialist | 05/01/2025 | | |
| | <p>[A 4.1.3] SART Meetings and Intervention Plans</p> <p>Description</p> | Kimberly Greer, | 05/30/2025 | | |

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| | <p>-----</p> <p>*Flagged students will have their SART meetings conducted and intervention plans developed within 3 days of being flagged. The Graduation Coach and the School Attendance Team member will establish a monthly monitoring process to determine impact and success of current practices to increase student attendance. The Graduation Coach and Attendance Team Member will provide guidance and input with the SART and SARB process.*</p> <p>Implementation</p> <p>-----</p> <p>* *Daily attendance records*</p> <p>* *SART meeting date within 3 days of student being flagged*</p> <p>* *SART meeting agenda and sign-in*</p> <p>* *Written Intervention plans for student*</p> <p>* *Evidence of implementation of intervention plan action steps*</p> <p>**</p> <p>Effectiveness</p> <p>-----</p> <p>* *100% of intervention action steps are implemented as outlined in individual student plans with 50% implemented within one week, 75% within two weeks and 100% within three weeks with a 60% completion rate by quarter one, an 80% completion rate by quarter two, and a 90% completion rate by the end of semester one.*</p> <p>* *Incremental increase of 2% on 20 day reports for attendance rates leading to an overall attendance rate increase from 90.0% end of school year 2024 to 93.0% or higher by end of school year 2025.*</p> <p>* *Flagged student's Chronic Absenteeism rate will not increase to exceed 10%.*</p> | <p>Assistant Principal and Portia Nichols, Attendance Liaison</p> | | | |
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| <p>[S 4.2] Provide support in developing a positive school culture and maintaining a school environment that is conducive to effective instruction</p> <p>Rationale -----</p> <p>*Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.*</p> <p>Supporting Data -----</p> <p>*New Strategy *</p> <p>Benchmark Indicator Implementation -----</p> <p>* *Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. *</p> <p>* *Quarterly sign in sheets, meeting agendas, and minutes for parent meeting. *</p> <p>Effectiveness -----</p> <p>* *Chronically out of school rates decrease by 5% or more in 2024 *</p> <p>* *Improve attendance rates to 95% or higher in 2024*</p> <p>* *Incremental increase of 3% on 20-day reports for attendance rates *</p> | <p>[A 4.2.1] Parent University</p> <p>Description -----</p> <p>*Parent Meetings/ Trainings will be held quarterly beginning in October to allow parents an opportunity to be exposed to the standards and content the students are learning, how to prepare for the EOC, attendance and discipline, and how they can best support their child.*</p> <p>Implementation -----</p> <p>* *Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.*</p> <p>* *Quarterly sign in sheets, meeting agendas, and minutes for parent meeting.*</p> <p>Effectiveness -----</p> <p>* *Chronically out of school rates decrease by 5% or more in 2024 *</p> <p>* *Improve attendance rates to 95% or higher in 2024*</p> <p>* *Incremental increase of 3% on 20-day reports for attendance rates *</p> | <p>Verta Hathaway, Parent and Family Engagement Specialist</p> | <p>05/01/2025</p> | | |
| | <p>[A 4.2.2] Parent Appreciation Day</p> <p>Description -----</p> | <p>Verta Hathaway, Parent and</p> | <p>05/01/2025</p> | | |

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| | <p>*Parent Appreciation Day allows parents and community members to hear first hand the principal's message, expectation(s) for the school year, data, and Sheffield High School's current state status/ letter grade. In addition, they will have an opportunity to share insight points that will support the learning environment from a parent's point of view with school leaders.*</p> <p>Implementation -----</p> <p>* *Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.* * *Quarterly sign in sheets, meeting agendas, and minutes for parent meeting.*</p> <p>Effectiveness -----</p> <p>* *Chronically out of school rates decrease by 5% or more in 2024 * * *Improve attendance rates to 95% or higher in 2024* * *Incremental increase of 3% on 20-day reports for attendance rates *</p> | Family Engagement Specialist | | | |
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