

Wooddale High Annual Plan (2025 - 2026)

Last Modified at Aug 28, 2025 08:27 PM CDT

[G 1] Wooddale High School will increase ELA proficiency rates from 9.8% in 2023-24 to 15% in 2025-26 and increase Math proficiency rates from 1.3% in 2023-24 to 10% in 2025-26.

****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 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 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>Supporting the implementation of a standards-aligned curriculum is crucial for ensuring that educational instruction is both cohesive and effective, directly aligning with established academic expectations. A standards-aligned curriculum provides a structured framework that outlines the essential knowledge and skills students need to acquire at each grade level, ensuring consistency and clarity across classrooms and schools. This alignment helps educators to deliver instruction that meets rigorous educational standards, facilitates comprehensive assessment of student progress, and supports targeted interventions when necessary.</p>	<p>[A 1.1.1] Alignment of Classroom Observation and Feedback</p> <p>Description -----</p> <p>Utilize formal observations (TEM rubric) and the Districts Classroom Walkthrough Protocol and Debriefing/Norming Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.</p> <p>Implementation -----</p> <ul style="list-style-type: none">* Monthly Formal and informal Observation Completion Percentage* Weekly Documented Feedback to Teachers* Teacher Educator Support Plan (Quarterly)* Norming Observation Sessions with Instructional Leadership Team (Monthly)* Weekly Lesson Plan Checks	<p>Latonja Robinson (Principal), Trenesha Terry (Vice Principal), Yaruba Latiker (Assistant Principal), Beverly Griffin (Instructional Facilitator), William Kinard III (PLC Coach), Samantha Brooks (Literacy Coach), KeAndrea Cook (Interventionist)</p>	<p>05/22/2026</p>		

<p>Supporting Data -----</p> <p>The percentage of overall English students meeting and/or exceeding expectations increased by 4.2 percentage points. The percentage of ELA I students meeting and/or exceeding expectations increased by 2.1 percentage points. The percentage of ELA II students meeting and/or exceeding expectations increased by 9.1 percentage points. The percentage of Algebra I students meeting and/or exceeding expectations increased by 3.2 percentage points. The percentage of Geometry students meeting and/or exceeding expectations increased by 1.2 percentage points. The percentage of Algebra II students meeting and/or exceeding expectations increased by 1.7 percentage points.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Bi-Quarterly Formative Assessments * Quarterly TEM Observation Rubric * Weekly student work samples <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-Quarterly formative Assessment data will show students' mastery of standards at 70% or higher. * Quarterly formal and informal observation data will show that 80% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 	<ul style="list-style-type: none"> * Bi-Quarterly CFA Data * Daily Student Work/Exit Ticket Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of announced and unannounced observation requirements will be met each semester. * Weekly lesson plan checks, formal and informal observations will show that 100% of EOC teachers and ESL/SWD co-teachers are on track with following curriculum maps. * 80% of teachers will show increase in TEM observation scores. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
--	--	--	--	--	--

	<p>[A 1.1.2] Provide supplemental resources to support instruction</p> <p>Description -----</p> <p>*Provide supplement resources such as IXL. Progress Learning, TurnItIn, workbooks, technology (interactive boards, laptops, desktops, printers, etc.), ink, classroom supplies, calculators, etc.*</p> <p>Implementation -----</p> <p>* *Bi-quarterly common formative assessments*</p> <p>* *Weekly informal observations tool and rubric*</p> <p>* *Weekly lesson plan checks to determine the use of the IXL licenses.*</p> <p>Effectiveness -----</p> <p>* *Bi-quarterly common formative assessment data showing at least 85% of students mastery of standards at 70% or higher.*</p> <p>* *Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or higher.*</p> <p>* *Weekly lesson plan checks will ensure that at least 95% of teachers are utilizing IXL, Progress Learning, and TurnItIn and have included assignments/tasks for students to complete on the their respective platforms.*</p>	William Kinard III (PLC Coach), Shawnee McFarland (Librarian)	06/30/2026	TAG 5.0	
--	--	---	------------	---------	--

	<p>IXL site license at Wooddale HS for 2025-2026 school year for a total cost of \$10,500 and One Flex On-site initial session with IXL for \$2600 Total cost: **\$13,100 (10,500 + 2600)**</p> <p>Progress Learning site license at Wooddale HS for 2025-2026 school year for a total cost of **\$18,000.**</p> <p>TurnItIn site license at Wooddale HS for 2025-2026 school year for a total cost of **\$6447.68.**</p> <p>ANet Instructional Coaching: Spring Partnership Support (~8 coaching interactions) for a total cost of \$16460.</p>				
	<p>[A 1.1.3] Hiring an Academic Interventionist Description -----</p> <p>One academic interventionist will be hired to push into math classrooms to support standards aligned instruction. Hiring an academic interventionist to support intervention will provide an additional layer of support for teachers and students to improve student mastery in content area standards.</p> <p>Implementation -----</p> <p>Weekly analysis of student work samples and exit tickets</p> <p>Bi-weekly Student Formative Assessment Data</p> <p>Effectiveness -----</p> <p>10% increase in the percentage of students scoring on track and mastery on the daily exit tickets.</p>	<p>Latonja Robinson (Principal), Treneshia Terry (Vice Principal)</p>	06/30/2026	TAG 5.0	

	<p>10% increase in the number of students scoring on track and mastery on the bi-weekly assessments.</p> <p>**1.0 FTE Academic Interventionist, \$89,601.91**</p>				
	<p>[A 1.1.4] Co-teaching and Co-planning Opportunities for Content, ESL, and Inclusion Teachers</p> <p>EOC teachers, Inclusion Teachers, and ESL teachers will have common co-planning time to develop co-teaching instructional model to support EL students, students with disabilities and Tier 2-3 students.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly meeting agendas/minutes * Weekly Student work analysis protocol sheets * Bi-quarterly Assessment analysis protocol sheets * Presence of effective co-teaching models during all assigned class periods <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 an tier 3 students. * Weekly Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * 100% weekly lesson plans showing roles and responsibilities for teachers and co-teachers using MSCS co-teaching model. * 100% of teachers and co-teachers will present 	<p>Latonja Robinson (Principal), Trenesha Terry (VP), Youraba Latiker (AP), William Kinard III (PLC Coach), Beverly Griffin (Instructional Facilitator), Samantha Brooks (Literacy Coach)</p>	05/22/2026		

	exit ticket data analysis during weekly PLC meetings.				
	<p>[A 1.1.5] Resource Alignment</p> <p>Description</p> <p>-----</p> <p>Provide teachers with daily access to manipulatives, text, and resources including graphing calculators for Tier 1 instruction aligned to the TN Academic Standards.</p> <p>In addition, the following are also examples of resources teachers have access to on a daily basis:</p> <ul style="list-style-type: none"> * Professional Learning Community Guides (PLC Guides) * Instructional Focus Document * TNReady Blueprints * Curriculum maps and toolkits * Pacing guides * Classroom protocols and instructional technology. * Graphing Calculators <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Weekly PLC Meetings/ Collaborative Planning Sessions * Weekly Lesson Plan Checks Protocol * Monthly Formal and informal observations * Bi-Quarterly formative assessment data * Weekly Student Work/Exit Ticket Data * Mid-quarter Progress Reports * Quarter Report Cards <p>Effectiveness</p> <p>-----</p>	<p>William Kinard, KeAndrea Cook, Trenesha Terry</p>	<p>05/22/2026</p>		

	<ul style="list-style-type: none"> * Weekly Math PLC meetings and collaborative planning sessions will focus on assisting teachers in navigating and utilizing District resources to incorporate instructional technology and create standards-aligned lessons. * Weekly lesson plan checks will show that 100% of teachers are on track with following prescriptions/curriculum maps and that District resources are being utilized to incorporate technology and create standards-aligned lessons which will result in a LOE score of 3 or higher. * Weekly formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps and that District resources are being utilized to incorporate instructional technology and create standards-aligned lessons. * Bi-quarterly formative assessment data showing students' mastery of standards at 70% or higher. * Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. * Mid-quarter progress reports and report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 				
<p>[S 1.2] Professional Development Rationale -----</p> <p>Professional development aimed at increasing ELA achievement is crucial for equipping educators with the latest pedagogical strategies, tools, and knowledge to effectively teach mathematics. Professional development help teachers stay abreast of current best practices and research-based methods for math instruction, including differentiated teaching techniques, formative assessment strategies, and innovative problem-solving approaches. By enhancing their skills and understanding, teachers can better address diverse student needs, implement effective</p>	<p>[A 1.2.1] Weekly PLC Meetings Description -----</p> <p>Utilize school-based instructional support to lead teachers in professional learning opportunities through collaboratively looking at student data, sharing/modeling best instructional practices, building assessment literacy around the standards and analyzing student work.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Tracking submission of meeting agendas and minutes on a weekly basis 	<p>William Kinard III (PLC), Samantha Brooks (Literacy Coach), Trenesha Terry (VP), Latonja Robinson (Principal), Beverly Griffin (Instructional Facilitator)</p>	05/22/2026		

<p>interventions, and foster a deeper understanding of mathematical concepts, which leads to improved student engagement, motivation, and performance in ELA.</p> <p>Supporting Data -----</p> <p>The percentage of overall English students meeting and/or exceeding expectations increased by 4.2 percentage points. The percentage of ELA I students meeting and/or exceeding expectations increased by 2.1 percentage points. The percentage of ELA II students meeting and/or exceeding expectations increased by 9.1 percentage points. The percentage of Algebra I students meeting and/or exceeding expectations increased by 3.2 percentage points. The percentage of Geometry students meeting and/or exceeding expectations increased by 1.2 percentage points. The percentage of Algebra II students meeting and/or exceeding expectations increased by 1.7 percentage points.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Monthly Professional Development agenda and minutes * Weekly PLC agenda and minutes * Weekly informal observation rubric * Quarterly TEM rubric * Bi-quarterly common formative assessment data analysis * Quarterly student work samples * Weekly lesson plans * Weekly informal observations with feedback * Announced and Unannounced Formal observations (according to teacher's LOE) 	<ul style="list-style-type: none"> * Tracking meeting attendance on a weekly basis * Tracking submission of student work analysis protocol sheets on a bi-weekly basis * Tracking submission of assessment analysis protocol sheets on a bi-monthly basis <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following curriculum maps and that district resources are being utilized to incorporate technology, literacy-based activities and create standards-aligned lessons. * Formal and informal observations will show that 100% of teachers are on track with following curriculum maps and that district resources are being utilized to incorporate technology, literacy-based activities and create standards-aligned lessons. * Formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Student work samples showing students' mastery of standards at 70% or higher. 				
---	--	--	--	--	--

<p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Weekly informal observations will show that 100% of teachers are on track with following myPerspective and curriculum maps. * Quarterly formal observations will show that 100% of teachers are on track with following myPerspective and curriculum maps. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Quarterly analysis of student work sample data showing students' mastery of standards at 70% or higher. * Weekly lesson plan checks will show that 100% of teachers are on track with following curriculum maps, which will result in a LOE score of 3 or higher. 					
	<p>[A 1.2.2] Teacher Professional Development</p> <p>Description</p> <p>-----</p> <p>Professional development will be used to strengthen the knowledge and teaching practices of educators to effectively provide instruction to students. Teacher professional development helps to equip educators with the skills, knowledge, and strategies required to meet the evolving demands of student learning. By providing ongoing training, teachers can refine their instructional techniques, stay updated with current educational practices, and better address diverse student needs, ultimately leading to improved student</p>	<p>Treneshia Terry (Vice Principal), William Kinard III (PLC Coach), Samantha Brooks (Instructional Facilitator), Latonja Robinson (Principal)</p>	05/29/2026	TAG 5.0	

	<p>performances and outcomes.</p> <p>Implementation -----</p> <ul style="list-style-type: none">* Weekly instructional walkthrough tool* Weekly lesson plans* Agenda from Meetings planned and facilitated by Vice Principal (monthly)* The Center For Literacy and Learning Training Agenda (Early return week) <p>Effectiveness -----</p> <ul style="list-style-type: none">* Weekly instructional walkthrough tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin.* Weekly lesson plans checks will reflect at least 90% of teachers implementing 100% of the strategies learned.* Insight survey feedback measuring satisfaction with support from leadership.* Formal and informal observation data to measure teachers across all indicators on the TEM rubric at a Level 3 or better.* Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. <p>Early Return Week - Professional Development (25 teachers at 5 hrs/day for 5 days at rate of \$25.84) for a total of \$16,150.00</p> <p>Early Return Week - Professional Development (4 presenters at 5 hrs/day for 5 days, plus 10 hours of planning at rate of \$25.84) for a total of \$3,617.60</p>				
--	---	--	--	--	--

	<p>[A 1.2.3] Individualized Coaching Support</p> <p>Description -----</p> <p>The *See it, Name it, Do it *protocol will be used bi-weekly during individual Math coaching sessions in order to move all teachers to a LOE 3** **or better.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Formal and informal observations * Weekly individualized PLC Meeting support * Bi-Quarterly CFA Data analysis * Teacher Needs Assessment and Survey Yearly * Weekly Student Work/Exit Ticket Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. * Weekly formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. * Weekly submitted educator's plan will show that teachers are implementing literacy-based activities and cooperative strategies to strengthen students achievement. 	<p>William Kinard, Latonja Robinson, Trenesha Terry, Samantha Brooks, Beverly Griffin</p>	05/22/2026		
	<p>[A 1.2.4] Leadership Team Professional Development</p> <p>Description -----</p> <p>Participate in professional development designed</p>	<p>William Kinard, Trenesha Terry, Youraba Latiker</p>	06/30/2026	SSIG 2.0	

	<p>to increase knowledge of scaffolds and how to incorporate them, as well as increase their knowledge of engagement strategies and how to incorporate them into the lesson. Attend professional development to enhance instructional and leadership capacity to support staff, resulting in school-wide success.</p> <p>Implementation -----</p> <ul style="list-style-type: none">* Weekly instructional walkthrough tool* Weekly lesson plans* Monthly professional development to address classroom management* Bi-weekly professional development to ensure teachers are aware of strategies to increase student engagement.* Weekly PLC Meeting support help teachers implement student engagement strategies* Attend Innovative Schools Summit (agenda) <p>Effectiveness -----</p> <ul style="list-style-type: none">* Weekly Walkthrough tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin.* Weekly lesson plans will reflect at least 90% of teachers implementing 100% of the strategies learned.* 100% of teachers will incorporate student engagement strategies into their weekly lessons.* Student behavior infractions will decrease by 10% quarterly.* Teacher feedback surveys will show teachers' capacity has increased around incorporating engagement strategies.				
--	--	--	--	--	--

	3 members of the Instructional Leadership Team will attend 2025 Innovative School Summit in Nashville, TN (July 14 - 18, 2025) at a cost of \$2845.00 per person, which includes registration, travel, lodging and meals = total cost of \$8535.00.				
	<p>[A 1.2.5] Counseling Professional Development Description -----</p> <p>*Guidance counselors play a crucial role in supporting students' academic, social, and emotional development, making their participation in professional development (PD) essential. Attending PD sessions equips counselors with updated strategies and tools to better address students' diverse needs, collaborate effectively with teachers, and foster a positive school environment. By staying informed on educational trends, behavioral interventions, and mental health support, counselors can provide targeted guidance, enhancing student success both in and out of the classroom.*</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Quarterly review of 4-year student academic and transition plans * Quarterly review of formative assessment data * Semester review of student enrollment in courses * Quarterly review of the number of students earning early post secondary credits * Quarterly review of the number of students earning TN Promise Scholarship <p>Effectiveness</p>	Latonja Robinson, Trenesha Terry	05/22/2026		

	<p>-----</p> <ul style="list-style-type: none"> * Quarterly review of 4-year student academic and transition plans will reflect an increase students that are on-track of reaching their post-secondary goals at a minimum of 70%. * Quarterly review of formative assessment data will reflect an increase by 10% the number of students scoring on track or mastery in ELA and Math on the district CFA * Student enrollment in courses that will provide EPSO credit will increase by 20%. * All students enrolled in eligible courses will earn early post-secondary credits. * There will be a 10% increase in students earning the TN Promise Scholarship. 				
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Rationale</p> <p>-----</p> <p>Professional development aimed at increasing ELA achievement is crucial for equipping educators with the latest pedagogical strategies, tools, and knowledge to effectively teach mathematics. Professional development help teachers stay abreast of current best practices and research-based methods for math instruction, including differentiated teaching techniques, formative assessment strategies, and innovative problem-solving approaches. By enhancing their skills and understanding, teachers can better address diverse student needs, implement effective interventions, and foster a deeper understanding of mathematical concepts, which leads to improved student engagement, motivation, and performance in ELA.</p> <p>Supporting Data</p> <p>-----</p> <p>The percentage of overall English students meeting</p>	<p>[A 1.3.1] Continuation of ELA and ESL Co-Teaching Partnership</p> <p>Description</p> <p>-----</p> <p>EOC Content teachers, in partnership with the SPED Inclusion teachers and ESL teachers will initiate a co-teaching modelthat will potentially increase options for flexible grouping of students, and increase performance and growth on TCAP and ACCESS external assessments.</p> <p>Through the co-teaching model, teachers will co-plan to plan and provide additional scaffolds and supports for Tier 2 and Tier 3 students identified with special needs and ELs. They will collaborate to ensure there is rigorous standards-aligned instruction at the grade level for full access and opportunity, and make sure that the WIDA ESL Standards are included with the ELA standards while planning and teaching.</p> <p>Implementation</p> <p>-----</p> <p>* Bi-Quarterly Assessment Data</p>	<p>William Kinard, Samantha Brooks, Trenesha Terry</p>	<p>05/22/2026</p>		

<p>and/or exceeding expectations increased by 4.2 percentage points. The percentage of ELA I students meeting and/or exceeding expectations increased by 2.1 percentage points. The percentage of ELA II students meeting and/or exceeding expectations increased by 9.1 percentage points. The percentage of Algebra I students meeting and/or exceeding expectations increased by 3.2 percentage points. The percentage of Geometry students meeting and/or exceeding expectations increased by 1.2 percentage points. The percentage of Algebra II students meeting and/or exceeding expectations increased by 1.7 percentage points.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data * Weekly analysis of student work samples * Mid-quarter progress reports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly analysis of student work samples' data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 	<ul style="list-style-type: none"> * Weekly Co-Planning Time * Weekly Student Work Data Analysis * Mid-Quarter Progress Reports * Quarter Report Cards * Annual ACCESS Data * Annual TCAP Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly analysis of student work samples' data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 				
	<p>[A 1.3.2] RTI Intervention for Struggling Students Description -----</p>	<p>Youraba Latiker, Samantha Brooks</p>	<p>05/22/2026</p>		

	<p>The district's RTI program is technology based and will be used throughout the year for supporting students in need of Tier 2 and Tier 3 intervention. Tier 2 and Tier 3 students will be identified by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then bench-marked, after-which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is monitored every two weeks. Interventions provided for students are adjusted according to student mastery.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Meeting agendas/minutes * Online Intervention Time Logs * Bi-weekly progress Monitoring Reports (Percentages) * Bi-Quarterly Common Assessments * Quarterly Progress Reports * Quarterly Report Card <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 80% RTI team member attendance at monthly data team meetings. * 80% completion of bi-weekly progress monitoring. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Student's progress reports and report cards showing mastery of standards at 70% or higher for tier 2 and tier 3 students. (Quarterly) 				
	<p>[A 1.3.3] TNPulse for EL Students</p> <p>Description -----</p>	William Kinard, Shawn Price	05/22/2026		

	<p>On a monthly basis, utilize the District's new TNPulse Platform, and in some cases, ELLevation, which houses records and academic performance data for ELs.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly TNPulse Database updates * Bi-Quarterly Assessments * Annual ACCESS Assessment * Mid-Quarter ILP Updates * Semi-annually present ESL Data to Faculty Effectiveness <p>-----</p> <ul style="list-style-type: none"> * Monthly TN-Pulse updates will reflect 100% of student data entered accurately and on time, ensuring all ESL student progress is tracked for quarterly review. * Bi-quarterly assessments will show a 10% increase in the number of ESL students meeting grade-level expectations each cycle. * 100% of students' data will be updated in the database * Mid-quarter ILP updates will show that 100% of ESL students have individualized learning plans adjusted based on current assessment data and teacher observations. * ELs taking the annual ACCESS assessment will increase scores from 0% to 30%. 				
	<p>[A 1.3.4] Targeted Intervention and Tutoring Description -----</p> <p>*Provide additional support to students who are struggling to meet academic standards or who need extra help to reach their full potential. **** ****Providing targeted intervention and tutoring allows the school to support and address the specific learning gaps of students. It also allows tailored support and instruction to ensure that</p>	William Kinard, Samantha Brooks	04/30/2026	TAG 5.0	

	<p>struggling students receive the attention they need to catch up, improve their academic performance, and reach their full potential.*</p> <p>Implementation -----</p> <p>* Exit ticket data review (weekly) * Monitoring student progress on assessments (bi-weekly)</p> <p>Effectiveness -----</p> <p>* Review of daily exit ticket data will show 90% of students scoring 80% or better. * Review of bi-weekly student work samples will show 90% of students scoring 80% or better. * Post- assessment data will show an increase of 50% mastery from the pre-assessment.</p> <p>**Saturday School Stipends (8 Saturdays x (1 director + 8 teachers) x 4 hours/day x \$25.84 per hour = \$7,441.92)** **September - April**</p> <p>**Resources and supplies for Saturday School for 100 students (8 Saturdays: September – April) for a total of \$3,200.**</p> <p>**Total: 7,441.92 + 3,200.00 = \$10,641.92**</p>				
<p>[S 1.4] Develop instructional leadership capacities of school leaders and teachers</p> <p>Rationale -----</p> <p>Building the leadership capacity of both school administrators and teacher leaders is critical to driving sustained school improvement. Strong</p>	<p>[A 1.4.1] Establish and Implement Instructional Leadership Team (ILT) Coaching Cycles</p> <p>Description -----</p> <p>Wooddale HS will implement monthly coaching cycles for members of the Instructional Leadership Team (ILT), including administrators, department</p>	<p>William Kinard III, Samantha Brooks, Trenesha Terry, Latonja Robinson, Beverly Griffin</p>	<p>05/22/2026</p>		

<p>instructional leadership promotes better teaching and learning, increases teacher ownership and accountability, and fosters a collaborative culture. Empowered teacher leaders serve as multipliers of best practices, creating a ripple effect of growth across departments and grade levels.</p> <p>Supporting Data -----</p> <p>On the 2025 School Insight Survey, 76% of teachers agreed that leadership at the school promotes teacher leadership opportunities. 3 of 4 EOC department chairs regularly contributed to the Instructional Leadership Team's data analysis and strategic planning processes. Teachers expressed a desire for greater voice in school decisions and clearer pathways for leadership development.</p> <p>36% of Wooddale High's teaching staff have fewer than 3 years of experience; several content areas have newly hired teachers with limited classroom exposure. Several new and novice teachers were placed on PIP at some point during the school year, according to formal observation data. Classroom observations show inconsistencies in pacing, checking for understanding, and differentiation strategies among first- and second-year teachers.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Monthly ILT Meeting Agendas * Bi-monthly Department/Grade Level Meeting Notes * Quarterly Data Digs * Bi-weekly coaching Feedback Logs 	<p>chairs, and select teacher leaders. These cycles will focus on building capacity in data analysis, instructional observation, feedback delivery, and strategic planning. The ILT will engage in role-specific coaching aligned to leadership competencies and schoolwide instructional priorities.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * ILT coaching logs and schedules (monthly) * Completed reflection forms after each coaching session (mid and end year) * ILT meeting agendas showing leader-facilitated data discussions or PD sessions (weekly) <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of ILT members demonstrate growth in leadership reflection rubrics by mid-year and end-of-year * Student proficiency increases by at least 5% in subjects supported by ILT-led initiatives (e.g., Algebra I, English II) * Common assessment scores show an upward trend in at least 70% of classrooms supported by ILT-led data action planning 				
---	--	--	--	--	--

<p>Effectiveness</p> <p>-----</p> <p>* *Monthly ILT meeting agendas will show that 100% of department chairs are utilizing feedback and data from teachers to target support.*</p> <p>* *Bi-monthly department/grade level meeting notes will show teachers are discussing how to provide support and interventions to students.*</p> <p>* *Quarterly data digs will show that student achievement increased by 10% from the previous assessment.*</p> <p>* *Bi-weekly coaching feedback logs will show that at least 75% of teachers are implementing provided feedback.*</p>					
	<p>[A 1.4.2] Launch Teacher Leadership Pathway Program</p> <p>Description</p> <p>-----</p> <p>Wooddale HS will launch a Teacher Leadership Pathway Program to identify and develop emerging teacher leaders. Participants will receive targeted professional learning on facilitation, mentoring, and instructional leadership. They will lead PLCs, model lessons, and support implementation of school priorities through leadership projects. This program will serve as a pipeline for future instructional leaders and ensure distributed leadership throughout the school.</p> <p>Implementation</p> <p>-----</p> <p>* Participation rosters and attendance logs from leadership pathway sessions (monthly)</p>	<p>Latonja Robinson, Trenesha Terry, Youraba Latiker</p>	<p>05/22/2026</p>		

	<p>* Completion of leadership projects by participants (quarterly)</p> <p>* Peer and admin feedback on leadership performance (monthly)</p> <p>Effectiveness -----</p> <p>* 80% of program participants lead at least one PLC, PD, or initiative by semester end</p> <p>* Students in classes led by teacher leaders show a 10% increase in formative assessment performance quarterly</p> <p>* Insight Survey improvement in items related to teacher leadership and collaboration by at least 10%</p>				
	<p>[A 1.4.3] Implement a Coaching Cycle for Novice and Identified Struggling Teachers</p> <p>Description -----</p> <p>Wooddale HS will implement a structured, job-embedded coaching cycle for novice and struggling teachers. Each cycle will include classroom observations, pre- and post-conferences, modeling of instructional strategies, and co-teaching when needed. Coaching will be differentiated based on teacher needs, focusing on areas such as classroom management, student engagement, lesson planning, and formative assessment. Coaching sessions will occur bi-weekly and be aligned with the TEM rubric and student achievement goals.</p> <p>Implementation -----</p>	<p>William Kinard III, Trenesha Terry, Latonja Robinson, Samantha Brooks</p>	<p>05/22/2026</p>		

	<ul style="list-style-type: none"> * Coaching logs and reflection forms (quarterly) * Schedules showing frequency and focus of coaching cycles (bi-weekly) * Classroom observation feedback forms (bi-weekly) <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 75% of coached teachers show a 1-point increase in TEM Rubric by end-of-year * Students in coached classrooms demonstrate a minimum 10% growth on district benchmarks or quarterly CFAs * Reduction in the number of Tier 3 instructional concerns as tracked by leadership team intervention reports monthly 				
	<p>[A 1.4.4] Establish a Formal Mentoring Program for Year 1 and Year 2 Teachers</p> <p>Description -----</p> <p>Wooddale HS will launch a formal mentoring program that pairs Year 1 and Year 2 teachers with trained mentor teachers. Mentors will meet weekly with their mentees to review lesson plans, discuss instructional strategies, provide emotional and professional support, and model effective classroom practices. The mentoring program will include monthly check-ins with administration, professional development for mentors, and documentation of progress toward set goals.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Mentor-mentee meeting logs and documentation 	<p>Latonja Robinson, Trenesha Terry, Youraba Latiker</p>	05/29/2026		

	<p>forms</p> <ul style="list-style-type: none"> * Attendance at monthly mentor training sessions * Completion of mentor/mentee reflection and goal-setting forms <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * 85% of mentees will remain employed at Wooddale HS through the school year * Students in mentee classrooms will demonstrate at least 7% growth on standards-based assessments * TEM evaluation scores for mentees improve from baseline by at least one level in any targeted domain 				
	<p>[A 1.4.5] Facilitate Monthly Instructional Roundtables for Novice and Struggling Teachers</p> <p>Description</p> <p>-----</p> <p>Wooddale HS will host monthly Instructional Roundtables—small-group, content-aligned professional learning communities specifically for novice and struggling teachers. These sessions will focus on reviewing student work, analyzing instructional videos, discussing classroom challenges, and co-developing lesson strategies. Led by instructional coaches and mentor teachers, the roundtables will provide a space for collaboration, problem-solving, and peer feedback in a supportive, non-evaluative setting.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Attendance logs and agendas from monthly roundtable sessions * Participant reflection forms and exit tickets (daily) 	<p>Latonja Robinson, Trenesha Terry, Youraba Latiker</p>	05/22/2026		

	<p>* Documentation of lesson plans or strategies revised through the roundtable process (weekly)</p> <p>Effectiveness -----</p> <p>* 80% of participants will implement at least one instructional adjustment from roundtable discussions within the following month</p> <p>* Students in participating teachers' classrooms will show a 5–8% increase in formative assessment scores across two benchmark periods</p> <p>* Walkthrough data will show improvement in identified areas in 70% of participating classrooms by end of semester</p>				
--	--	--	--	--	--

[G 2] Wooddale High School will reduce the chronic absenteeism rate from 58.4% in 2024 - 2025 to 25% in 2024 - 2025, and reduce the Suspension Rate from 37.9% in 2024-2025 to 10% in 2025-2026.

****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 4] CSI schools will reduce chronic absenteeism rates from approximately 30% in 2025 to approximately 25% or less in 2026 by utilizing clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Attendance, Behavior, Interventions, and Support</p> <p>Rationale -----</p> <p>Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p>	<p>[A 2.1.1] Increased Communication to Parents</p> <p>Description -----</p> <p>Administration will communicate with parents when the student reaches the 3rd absence. Teachers will communicate with students to determine the why behind excessive absences and if necessary make</p>	Trenesha Terry (VP), Beverly Griffin	05/22/2026		

<p>Supporting Data -----</p> <p>The suspension rate increased from 11.5% in 2023 - 2024 to 37.9% in 2024 - 2025.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * 20-day attendance reports * 20-day behavior reports * 20-day suspension reports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 20-day attendance reports will reflect a 10% decrease in the number of students absent from school. * 20-day behavior reports will reflect a 10% decrease in the number of student infractions. * 20-day suspension reports will reflect a 10% decrease in the student suspension rate. 	<p>referrals to the counselor. SART and SARB meetings will be held with parents and district officials.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * 20 Day Attendance Reports * SART and SARB meeting attendance * Daily communication to parents when students are absent. <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Incremental increase of 2% on 20-day reports for attendance rates * SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers. 				
	<p>[A 2.1.2] Monitoring Student Attendance and Discipline Description -----</p> <p>Our school will utilize a streamlined process for monitoring student attendance and discipline and tracking at-risk (5-8% attendance rate) or chronically absent (10% attendance rate or higher) students. The data team will review 20 day data around attendance and discipline in PowerBi to develop plans of support for students who are trending towards medium to high risk for chronic absenteeism as well as those with frequent minor discipline infractions in an effort to reduce the</p>	<p>Trenesha Terry, Youraba Latiker, Beverly Griffin</p>	05/22/2026		

	<p>number of students who are chronically absent and reduce the number of students who receive discipline consequences resulting in OSS and ISS. Students will be referred to before and/or after school sessions to assist with attendance and disciplinary issues.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * 20 Day Attendance Reports * SART and SARB meeting attendance * 20 Day Student Discipline Reports * Weekly reports for before and after school attendance <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Incremental increase of 2% on 20-day reports for attendance rates * 100% of students flagged will be added to an intervention list. * SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers. * 20 day discipline reports per PowerBI will show a 5% decrease in the percentage of students receiving OSS and ISS. 				
<p>[S 2.2] Staff Intervention Training and Professional Development</p> <p>Rationale -----</p> <p>Providing staff professional development focused on decreasing student absenteeism and suspension rates is crucial for fostering a positive and effective learning environment. Professional development in this area equips educators with strategies to address the root causes of</p>	<p>[A 2.2.1] Tiered and Differentiated Instruction Training</p> <p>Description -----</p> <p>Teachers should participate in tiered and differentiated instruction training to better meet the diverse needs of their students and enhance overall classroom effectiveness, which equips teachers with the skills to tailor their teaching strategies to accommodate varying levels of</p>	<p>Trenesha Terry, Youraba Latiker, Beverly Griffin</p>	<p>05/22/2026</p>		

<p>absenteeism and behavioral issues, such as identifying and supporting at-risk students, implementing restorative practices, and enhancing classroom engagement. By developing skills in building strong, supportive relationships with students and creating a more inclusive and responsive school culture, staff can proactively address issues before they escalate. This targeted training not only helps to reduce absenteeism and suspension rates but also improves overall student achievement and well-being, contributing to a more successful and safe environment</p> <p>Supporting Data -----</p> <p>The suspension rate increased from 11.5% in 2023 - 2024 to 37.9% in 2024 - 2025.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Semesterly RTI2-B data training agenda and minutes Effectiveness -----</p> <p>* Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</p>	<p>readiness, interests, and learning profiles within their classrooms. By implementing tiered instruction, teachers can provide appropriate challenges and supports for all students, ensuring that each learner can engage with the material at their own level of readiness, which also can increase student confidence and decrease behavioral problems.</p> <p>Implementation -----</p> <p>* Weekly Lesson Plan Checks * Formal and informal observations * Bi-Quarterly formative assessment data * 20-day Chronic Absenteeism Reports</p> <p>Effectiveness -----</p> <p>* Weekly lesson plan checks will show that 100% of teachers are incorporating differentiated instruction and engagement strategies into their lessons. * Formal and informal observations will show that 100% of teachers are scoring a Level 3 or higher on Teach 4 of the TEM rubric. * Bi-quarterly formative assessment data showing students' mastery of standards at 70% or higher. * 20-day Chronically out of school rates decrease by 20% or more in 2025-26 school year</p>				
	<p>[A 2.2.2] Instructional Leadership Team Professional Development Description -----</p> <p>Participate in professional development designed</p>	<p>William Kinard III, Latonja Robinson, Trenesha Terry</p>	<p>06/30/2026</p>		

	<p>to increase knowledge of scaffolds and how to incorporate them, as well as increase their knowledge of engagement strategies and how to incorporate them into the lesson. Attend professional development to enhance instructional and leadership capacity to support staff, resulting in school-wide success.</p> <p>Implementation -----</p> <ul style="list-style-type: none">* Weekly instructional walkthrough tool* Weekly lesson plans* Monthly professional development to address classroom management (agenda)* Bi-weekly professional development to ensure teachers are aware of strategies to increase student engagement. (agenda)* Weekly PLC Meeting support help teachers implement student engagement strategies (agenda)* Attend Innovative Schools Summit agenda <p>Effectiveness -----</p> <ul style="list-style-type: none">* Weekly Walkthrough tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin.* Weekly lesson plans will reflect at least 90% of teachers implementing 100% of the strategies learned.* 100% of teachers will incorporate student engagement strategies into their weekly lessons.* Student behavior infractions will decrease by 10% quarterly.* Teacher feedback surveys will show teachers' capacity has increased around incorporating engagement strategies.				
--	---	--	--	--	--

<p>[S 2.3] Parent, Family, and Community Engagement</p> <p>Rationale -----</p> <p>Providing staff professional development focused on decreasing student absenteeism and suspension rates is crucial for fostering a positive and effective learning environment. Professional development in this area equips educators with strategies to address the root causes of absenteeism and behavioral issues, such as identifying and supporting at-risk students, implementing restorative practices, and enhancing classroom engagement. By developing skills in building strong, supportive relationships with students and creating a more inclusive and responsive school culture, staff can proactively address issues before they escalate. This targeted training not only helps to reduce absenteeism and suspension rates but also improves overall student achievement and well-being, contributing to a more successful and safe environment</p> <p>Supporting Data -----</p> <p>The suspension rate increased from 11.5% in 2023 - 2024 to 37.9% in 2024 - 2025.</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes <p>Effectiveness</p>	<p>[A 2.3.1] Information Sessions and Trainings for Parents</p> <p>Description -----</p> <p>Training parents to ensure their child's regular school attendance is vital for fostering a collaborative approach to education and improving student outcomes. When our parents receive guidance and support on the importance of consistent attendance and effective strategies for encouraging it, they become better equipped to address barriers that may prevent their child from attending school regularly.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * 20 Day Attendance Reports * Ready Graduate Rate * Quarterly Parent-Teacher Conference * Annual Title 1 Meeting <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Enrollment in post-secondary programs will increase by 30%. * Attendance reports per PowerBI will show an attendance rate at or above 90% throughout the schoolyear. * The ready graduate rate will increase 50% by the end of the school year. 	<p>Youraba Latiker, Trenesha Terry, LeAnn Cox</p>	<p>05/22/2026</p>		
--	---	---	-------------------	--	--

<p>-----</p> <p>* Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.</p> <p>* Quarterly parent meetings will result in an increase in participation by at least 10%.</p> <p>* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p>					
	<p>[A 2.3.2] Family and Engagement Support Program</p> <p>Description</p> <p>-----</p> <p>Implementing a Family Engagement and Support Program is essential for creating a robust support system that enhances student success and fosters a positive school environment, which will provide families with crucial information and practical strategies for supporting their children's education, emphasizing the importance of regular school attendance and effective ways to address potential barriers. We want to empower parents and guardians to take an active role in their children's academic lives, reinforcing the connection between home and school. Engaged families are more likely to collaborate with educators to tackle issues proactively, leading to improved attendance, reduced behavioral problems, and higher academic achievement.</p> <p>Implementation</p> <p>-----</p> <p>* Quarterly workshops focused on the importance of school attendance</p> <p>* Quarterly surveys to see what supports parents and/or guardians need for their children</p> <p>* Monthly newsletters to provide supportive resources</p>	<p>Beverly Griffin, Yondell Dillon, William Kinard III, Latonja Robinson</p>	<p>05/22/2026</p>		

	<p>* Weekly updates to school's website</p> <p>Effectiveness -----</p> <p>* 10% Increase in parental participation quarterly * 10% decrease in chronic absenteeism each 20-day period * 15% decrease in student behavior infractions each 20-day period</p>				
<p>[G 3] Wooddale High School will increase its ACT score by 3 points from 13.4 in 2024-2025 to 16.4 in 2025-26 and increase the Ready Graduate percentage from 32% in 2024-2025 to 40% in 2025-26.</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> <p>District Turnaround Plan Goal</p> <p>[G 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation</p> <p>Rationale -----</p> <p>Implementing ACT preparation in our school will enhance student performance through focused test preparation/strategies, increase student ACT scores, strengthen students' chances for college admissions and scholarships, enhance critical thinking skills, and will help students identify their strengths and areas of improvement.</p>	<p>[A 3.1.1] Incorporate ACT Workshop</p> <p>Description -----</p> <p>Incorporating an ACT/SAT workshop in a school serves to significantly enhance students' readiness for college admissions by providing targeted preparation and practice. These workshops equip students with essential test-taking strategies, improve their familiarity with the exam format, and boost their confidence, all of which contribute to higher ACT/SAT scores. Additionally, the workshop reinforces critical academic skills and helps reduce test-related anxiety, ultimately supporting students</p>	<p>Youraba Latiker, Shawnee McFarland, Cierra Shelton</p>	<p>05/22/2026</p>	<p>TAG 5.0</p>	

<p>Supporting Data -----</p> <p>*Average Student ACT Composite scores increased by 3%, English subscore increased by 2.65%, Reading subscore increased by 8.6%, and Science subscore increased by 6.6%.*</p> <p>Benchmark Indicator Implementation -----</p> <p>* Semesterly ACT Data * Quarterly Mock ACT Data * Quarterly ACT practice assessments</p> <p>Effectiveness -----</p> <p>* Semesterly review of ACT data will reflect a 3% increase in composite scores. * Quarterly mock ACT data review will reflect a 5% increase in student scores. * Quarterly practice assessment data will reflect a 5% increase in student scores.</p>	<p>in achieving their academic and career goals more effectively.</p> <p>On a quarterly basis, students will have access to ACT workshops that will be hosted both in-house (i.e. Jane Ross) and off-campus (District-sponsored), targeted toward 11th and 12th grade.</p> <p>Implementation -----</p> <p>* ACT Tutoring Logs (Quarterly) * ACT Data (Semesterly) * Quarterly ACT/SAT Workshop training for teachers and students offered by Jane Ross * Weekly ACT Prep integration in after-school tutoring * Monthly Saturday school ACT Prep sessions * Fall/Spring ACT scores</p> <p>Effectiveness -----</p> <p>* Quarterly ACT tutoring logs will reflect at least 80% of juniors and seniors participating in tutoring, which will result in students increasing mock ACT scores by at least 5%. * Semesterly review of ACT data will reflect a 3% increase in composite scores. * At least 70% of 11th and 12th grade students will participate in one or more workshops throughout the year. * Growth in overall ACT scores will move from a composite score of 13.4 to 16.4.</p> <p>Jane Ross ACT Prep Workshops will include five one-day workshop sessions, for 50 students per</p>				
---	---	--	--	--	--

	session, once a month (September, October, November, February, March) for a **total of \$19,000.**				
	<p>[A 3.1.2] Enhanced Resources for Improved Instruction</p> <p>Description -----</p> <p>Secure supplies, materials, equipment and provide a comprehensive bank of resources to support classroom instruction and extended learning opportunities for students for both in-person and remote learning.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly workshop opportunities * Weekly use of Kaplan ACT-prep books in after-school tutoring * Weekly use of ACT-prep questions embedded in classroom instruction * ACT Preparation Resources- monthly at workshops and throughout the school year. <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Monthly workshops will reflect at least 80% student participation and a 10% increase in students' practice test scores compared to the previous month. * Weekly tutoring sessions using Kaplan ACT-prep books will result in a 5% weekly increase in student mastery of practice questions, tracked through weekly assessments. * Weekly embedded ACT-prep questions will show that 90% of students demonstrate increased accuracy on weekly formative assessments compared to the previous week. * Monthly distribution and use of ACT preparation resources will result in a 10% cumulative increase in student ACT practice test scores each quarter. 	<p>Cierra Shelton, Youraba Latiker, Shawnee McFarland</p>	05/22/2026		

	<p>[A 3.1.3] Communication to Parents</p> <p>Description -----</p> <p>Improving communication on the importance of ACT preparation is crucial for fostering a collaborative environment where both parents and students understand the significance of the test. By clearly articulating how ACT scores impact college admissions, scholarship opportunities, and overall academic success, we can ensure that families are fully informed and engaged in the preparation process. Enhanced communication helps to align expectations, address concerns, and motivate students to take proactive steps in their test preparation.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly communication to students and parents * Quarterly ACT update reports * Quarterly parent-teacher conference night agenda * Weekly announcements to students on ACT support/importance <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Monthly positive feedback from student and parents surveys * 10% increase in numbers of students registering to take ACT * Increase in ACT scores from Fall to Spring tests * Increased attendance to quarterly parent-teacher conference night sessions 	<p>Cierra Shelton, Yondell Dillon, William Kinard</p>	<p>05/22/2026</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>Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO), industry certifications, and advance academic courses while enrolled in high school in order to increase students' college and career readiness. Provide professional development opportunities for counselors to equip them with updated strategies and tools to better address students' diverse needs, and stay informed on educational trends. Provide resources for students to access courses.</p> <p>Supporting Data -----</p> <p>*82% increase in percentage of students with 1+ AP Course and Exam, 7.7% increase in AP Exam Grade, 47% increase in Dual Enrollment courses completed, 47% increase in percentage of students with completed SDC Exam*</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>* Semester review of 4-year student academic and transition plans * Quarterly parent surveys * Semester review of the number of Advanced Academics courses offered per year in comparison</p>	<p>[A 3.2.1] Provide opportunities for students to earn EPSOs</p> <p>Description -----</p> <p>Students enrolled at Wooddale High School will be provided with opportunities to enroll in courses that will enable them to earn early post-secondary credit and encourages them to take full advantage of TN Promise and be successful in education and training after high school.</p> <p>Implementation -----</p> <p>* Semester review of student enrollment in courses * Quarterly review of the number of students earning early post secondary credits * Quarterly review of the number of students earning TN Promise Scholarship</p> <p>Effectiveness -----</p> <p>By end of year</p> <p>* Student enrollment in courses that will provide EPSO credit will increase by 20%. * All students enrolled in eligible courses will earn early post-secondary credits. * There will be a 10% increase in students earning the TN Promise Scholarship.</p>	<p>Youraba Latiker, LeAnn Cox</p>	<p>05/22/2026</p>		
--	--	---	-------------------	--	--

<p>to the previous year will demonstrate an increase in advance course offerings.</p> <ul style="list-style-type: none"> * Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year. * Quarterly review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses. * Semester review of students enrolled in dual enrollment courses * Quarterly review of students enrolled in courses where industry certification can be obtained <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * Semester review of 4-year student academic and transition plans will reflect an annual increase the number of students that are on-track of reaching their post-secondary goals at a minimum of 70% * Quarterly feedback from parent surveys will result in at least 3 additional events/programs to support students and families. * Semesterly review of the number of Advanced Academics courses offered will reflect an increase in the number of AP course offerings by 5% of current offerings based on the master schedule * Quarterly review of students enrolled in Advanced Academics will result in the outcome of students taking AP tutoring to reflect a double-digit gain for SY2024-25. * Quarterly review of students in AP courses will reflect a 5% increase in the number of students passing AP Exam. * Semesterly review of students enrolled in dual enrollment courses will reflect a 10% increase in the number of students taking the dual enrollment exam. * Quarterly review of students enrolled in courses where industry certifications are obtained will will 					
---	--	--	--	--	--

reflect a 5% increase in the number of students receiving industry certifications					
	<p>[A 3.2.2] Mandatory Parent/Student Graduation Meeting</p> <p>Description -----</p> <p>These meetings will occur during the first and third quarters and require students and parents to attend sessions about graduating. The assembly would include a presentation on statistics of why students don't graduate, what happens on the other side of graduation, plus/deltas of receiving a diploma, and seniors will sign a contract or promissory note stating that they will complete the 12th grade. This will bring awareness to parents and students on the importance of graduating.</p> <p>Implementation -----</p> <p>* Grade Check logs and Follow-ups every 4.5 weeks * Weekly After School Tutoring/Saturday School attendance rosters</p> <p>Effectiveness -----</p> <p>* Every 4.5 weeks, grade check logs and follow-ups will show that at least 90% of students identified as struggling have received targeted support, resulting in a 10% increase in students maintaining or improving their grades each cycle. * Weekly tutoring and Saturday school attendance rosters will reflect at least 80% student participation of invited students, with 70% of attendees demonstrating improvement on weekly or bi-weekly formative assessments.</p>	<p>Youraba Latiker, LeAnn Cox, Crystal Grandberry</p>	<p>05/22/2026</p>		

	<p>[A 3.2.3] Student Intervention Plans</p> <p>Description -----</p> <p>Throughout the year, support will be provided with developing student intervention plans, parent workshops, and professional development for the staff.</p> <p>Implementation -----</p> <p>* Bi-weekly attendance rate * Bi-weekly suspension rate * Quarterly overall percentage of failures Effectiveness -----</p> <p>* The overall attendance rate will remain at or above 95% as measured bi-weekly through attendance checks, daily tardy monitoring, and intervention plans developed to include mandatory parent conferences and SART meetings. * The overall suspension rate will decrease by 50% as measured bi-weekly by implementing interventions by Administration to include mandatory parent conferences, the support of the behavior coach, and supports from counselors and teachers with interventions prior to suspensions. * The overall quarterly percentage of failures will remain below 20% as measured weekly through gradebook audits conducted by teaches and Leadership team members, in addition to following steps for a mandatory parent conference and a failure documentation process before the end of each quarter.</p>	<p>Youraba Latiker, Tranesha Terry, Beverly Griffin, LeAnn Cox, Crystal Grandberry</p>	05/22/2026		
	<p>[A 3.2.4] Provide resources to support equitable access to postsecondary opportunities</p> <p>Description -----</p>	<p>Youraba Latiker, William Kinard, Cierra Shelton, LeAnn Cox,</p>	05/22/2026		

	<p>*Provide supplement resources such as workbooks, technology (interactive boards, laptops, desktops, printers, etc.), ink, classroom supplies, calculators, etc. to support students seeking to earn certifications, licenses, etc.*</p> <p>Implementation -----</p> <p>* Quarterly report cards and progress reports * Semester student interest surveys</p> <p>Effectiveness -----</p> <p>* Quarterly report cards will reflect 85% of students enrolled in courses will have a passing grade of C or higher. * As a result of semester student interest surveys, there will be a 10% increase in the number of students enrolled in courses that promote DE, DC, or industry certification.</p>	Crystal Grandberry			
<p>[S 3.3] College & Career Exploration and Work-Based Learning Opportunities Rationale -----</p> <p>Integrating college/career exploration and work-based learning opportunities into the educational experience is essential for preparing students for successful futures. These experiences provide students with practical insights into various professions, helping them to understand the real-world applications of their studies and make informed career choices. Work-based learning activities allows students to develop valuable skills, build professional networks, and gain a clearer</p>	<p>[A 3.3.1] College and Career Readiness Opportunities Description -----</p> <p>Providing college and career readiness learning opportunities for students is pivotal in bridging the gap between classroom instruction and real-world application. These experiences allow students to gain firsthand insights into various careers, develop practical skills, and understand the expectations and dynamics of professional environments. By integrating work-based learning, schools equip students with a clearer sense of career paths, boost their confidence, and improve their readiness</p>	Youraba Latiker, LeAnn Cox, Crystal Grandberry, Cierra Shelton	05/22/2026		

<p>sense of their interests and strengths. By connecting classroom learning with real-world experiences, students are better equipped to transition smoothly into the workforce or higher education, leading to increased motivation, career readiness, and long-term success.</p> <p>Supporting Data -----</p> <p>*15% increase in student enrollment into CCTE courses..*</p> <p>Benchmark Indicator Implementation -----</p> <p>* Semesterly review of student transcripts * Semesterly review of career interest inventories * Quarterly review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses. * Semester review of students enrolled in dual enrollment courses * Quarterly review of students enrolled in courses where industry certification can be obtained</p> <p>Effectiveness -----</p> <p>* Semesterly review of student transcripts will reveal that the overall distribution rate of students attaining 1 industry certification and 2 EPSOs will increase by 5% * Semesterly review of student career interest inventories reflects 100% in mastery scheduling,</p>	<p>for the workforce or higher education, ultimately enhancing their long-term career prospects and success. Education Opportunities (EPSO) Coach to support with senior students at Wooddale High School to obtain the necessary requirements to qualify as "Ready Graduates" according to the standards set by the State of TN Department of Education.</p> <p>Implementation -----</p> <p>* Quarterly review of 4-year student academic and transition plans * Quarterly review of the number of students earning TN Promise Scholarship * Quarterly Guest Speaker Bookings * Annual Participation in the EMPLOY job-shadowing program</p> <p>Effectiveness -----</p> <p>* Quarterly review of 4-year student academic and transition plans will reflect an increase in students that are on-track of reaching their post-secondary goals at a minimum of 70%. * There will be a 10% increase in students earning the TN Promise Scholarship. * THE CCTE department will book at least four guest speakers throughout the school year. * There will be a 10% increase in participation for the EMPLOY job-shadowing program.</p>				
--	---	--	--	--	--

<p>which supports at least 70% of CCTE students mastering competencies to complete industry certifications.</p> <p>* Quarterly review of students in AP courses will reflect a 5% increase in the number of students passing AP Exam.</p> <p>* Semesterly review of students enrolled in dual enrollment courses will reflect a 10% increase in the number of students taking the dual enrollment exam.</p> <p>* Quarterly review of students enrolled in courses where industry certifications are obtained will reflect a 5% increase in the number of students receiving industry certifications</p>					
	<p>[A 3.3.2] Student Activity Groups</p> <p>Description</p> <p>-----</p> <p>On a weekly basis, students will participate in teacher-led student activity groups to increase engagement, to increase positive teacher/student rapport and school climate, and to increase students' well-being. Teachers will sign up to lead independently or with a colleague a group. Students will sign up according to their interests.</p> <p>Implementation</p> <p>-----</p> <p>* Monthly student attendance * Monthly student survey results</p> <p>Effectiveness</p> <p>-----</p> <p>* Monthly student survey results will show a 95% participation rate in activities. * Monthly survey results will show at least 85% positive results from participation.</p>	<p>Beverly Griffin, Latonja Robinson, Shawnee McFarland</p>	<p>05/22/2026</p>		

	<p>[A 3.3.3] Support and Materials for CCTE Teachers Description -----</p> <p>Providing robust support and materials for CCTE teachers is crucial for delivering high-quality, effective instruction that prepares students for the workforce. Comprehensive resources, such as up-to-date industry-standard equipment, instructional materials, and access to professional development, enable CCTE teachers to offer relevant, hands-on learning experiences that reflect current industry practices. By investing in resources and support systems, schools not only enhance the teaching effectiveness of CCTE educators but also improve student outcomes and career readiness, aligning educational experiences with real-world demands and opportunities.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly observations and feedback to CCTE teachers * Bi-weekly review of CCTE lesson plans <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of CCTE will provide curriculum aligned instruction to students. * 100% of CCTE will submit weekly lesson plans and will receive weekly feedback on lesson plans. * 100% of CCTE will have weekly opportunities to engage in hands-on learning experiences. 	Youraba Latiker, Cierra Shelton	05/22/2026		
	<p>[A 3.3.4] College Tours Description -----</p>	LeAnn Cox, Crystal Grandberry	05/22/2026		

	<p>Student will tour colleges in Tennessee to obtain information regarding academic courses that align with their college and career goals.</p> <p>Implementation -----</p> <ul style="list-style-type: none">* Semesterly review of student transcripts* Semesterly review of career interest inventories <p>Effectiveness -----</p> <ul style="list-style-type: none">* Semesterly review of student transcripts will reveal that the overall distribution rate of students attaining 1 industry certification and 2 EPSOs will increase by 5%* Semesterly review of student career interest inventories reflects 100% in mastery scheduling, which supports at least 70% of CCTE students mastering competencies to complete industry certifications.				
--	--	--	--	--	--