Melrose High Annual Plan (2023 - 2024)

Last Modified at Nov 08, 2023 09:21 AM CST

[G 1] Melrose High School will increase ELA met and exceeded proficiency rates for grades 9-12 from 9.9% in 2021-2022 to 16.2% in 2024.
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal
[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of standards aligned curricula Rationale --------- All students deserve to be taught grade level standards aligned curriculum. With aligned work task that allow them to fully engage in the work of the standard. The proper use of technology allows further possibilities for deeper differentiated student cognitive engagement through gradual release and or learner support and enrichment. Supporting Data -------------- Based on 2022-2023 Mastery Connect data overall in English I the number of students meeting and or exceeding proficiency decreased from 6.9% in 2021-2022 school year to 2.3% in 2022-2023. The percentage of English II students on meeting and or exceeding proficiency increased from 8.9% in 2021-2022 school year to 25.8% in 2022-2023.	**[A 1.1.1] Improve student achievement and growth by supporting rich learning environments.** Description ----------- Melrose High will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts. Such materials as: desktop computers, laptops, copiers, scanners, copy paper, staplers, pens, pencils, promethean boards, desk, chairs, headphones, student laptops carts, dry eraser markers, teacher laptops, printers, scanners, and snacks and beverages for upcoming meetings. ACT prep materials such as notebook paper, pencils, erasers, composition tables, tape, binders, folders, planners, student backpacks, and sanitizers. Melrose High will use the resources to complete the following:	AP Tia Stuckey, Content Admin Lead, Ms. Tamekia Morrow, ELA Lead	05/24/2024		

Benchmark Indicator Implementation ------------- Quarterly district formative assessments Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document Bi-weekly district and school ILT Walkthroughs Monthly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. Effectiveness ------------ Students should perform at or above the 70% on the quarterly District Formative Assessments which aligns with core instructional standards for specific quarter. Daily informal classroom observations using district classroom walkthrough Protocol and debriefing document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps. Biweekly district and school ILT Walkthroughs will reflect 10% growth in implementation of the District's Four Instructional Practices with fidelity. The monthly review of TEM observation data will reflect the number of teachers having Teach 1, Objective Driven Lesson, as an area of refinement will decrease by 10% monthly.	Encourage a school-wide annotation guide to aid in the comprehension of the analysis of complex texts. Devise a plan to implement a more effective intervention course with a list of students for ACT Prep that is intentional (homogenous grouping) to address the specific needs of the students for growth. Implement the Foundational Skills course in its most effective capacity to improve literacy skills for struggling readers (far below grade level). Create templates and/or suggested activities for Research Based Writing that are applicable across content areas. Determine a common language and/or develop a tool kit for teaching researching skills for (all 9-12) ELA courses. Implementation ------------- Weekly collaborative planning Daily informal classroom observations Weekly lesson plan feedback forms Quarterly District Common Assessments Effectiveness -------------				

	Weekly collaborative planning will result in a 10% increase in teachers utilizing District resources to create standard-aligned lessons. Daily informal classroom observations, using district classroom walkthrough Protocol and debriefing document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps. Weekly lesson planning feedback forms will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. Quarterly District common assessment data showing students' mastery of standards at 70% or higher.				
	[A 1.1.2] Data-Driven Instruction Description ----------- Track Data more efficiently to enhance efforts in making informed decisions to drive instruction. During ELA departmental meetings, be more intentional in collecting and reviewing student data (Do Nows, Exit Tickets, CFAs, etc.). Collectively review student work samples in ELA departmental meetings to norm grading procedures/policies. Focus PLCs on unpacking ELA standards and creating grade-level appropriate questions and tasks within a DDI cycle focused on student work analysis. Teachers will need markers, data charts, presentation boards, ink, and headphones,	Tamekia Morrow, ELA Lead and AP, Tia Stuckey, Content Admin Lead	05/10/2024		

	Implementation -------------- Weekly departmental PLC meetings agendas and sign in sheets Bi-weekly data report outs to admin Quarterly Mastery Connect assessments. Effectiveness ------------- Weekly departmental PLC meetings and agendas and sign in sheets are utilized to capture 100% of teachers' attendance and participation. Bi-weekly data report outs to admin are used to capture students who score at an 80% proficiency or mastery level. The overall Mastery Connect OTM will increase by 5% or higher each MC assessment (Fall 2023, Winter 2023, Spring 2024).				
	[A 1.1.3] Lesson Planning Description ----------- Increase the time in PLC meetings used for collaborative planning of lessons. Increase the time in PLC meetings used to collectively review student work samples to norm grading procedures/policies. Co-plan lessons with novice ELA teachers and model effective instructional practices at each grade level.	Tamekia Morrow, ELA Lead, and AP Tia Stuckey, Content Admin Lead	05/10/2024		

	If on a block schedule, plan lessons strategically to include mini- lessons to improve deficits in grammar, writing, research, and reading comprehension. Implementation -------------- Weekly lesson plan feedback forms used by team leads. Report Cards every nine week Weekly ILT observation of teachers using walkthroughs Effectiveness ------------- Weekly lesson planning feedback forms will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. Report cards every nine weeks are showing all passing grades at 80% or higher for tier 2 and tier 3 students. Weekly ILT will observe teachers via walkthroughs comparing lesson plans to ongoing instruction using rubrics for 100% instructional improvement for all teachers.				
	[A 1.1.4] High Quality Feedback Description ----------- Implement weekly observations of ELA teachers using the district's PLC Guide and Debriefing Protocol and provide immediate feedback to teachers to improve and ensure effective teaching. Implement weekly lesson plan feedback using the school-wide lesson plan feedback form.	Principal Kristopher Davis, VP Shalanda Saulsberry, AP Tia Stuckey, AP Marcus Jones, and Dr. Patterson, PLC Coach	05/10/2024		

	Implementation ------------- Bi-weekly district and school ILT Walkthroughs Quarterly ELA and Math Mastery Connect Weekly lesson plan review Quarterly progress reports and report cards Effectiveness ------------ Biweekly district and school ILT Walkthroughs will reflect 10% growth in implementation of the District's Four Instructional Practices with fidelity. Quarterly Mastery Connect OTM will increase by 5% or higher each MC assessment (Fall 2023, Winter 2023, and Spring 2024). Weekly lesson plan review will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. Quarterly student's progress reports and report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students.				
[S 1.2] Provide support to ensure that an effective instructional model is implemented Rationale --------- Provide professional development for teachers, administrators, and instructional facilitators on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master	**[A 1.2.1] Attend local, state, and national conference/ I-Zone** Description ----------- Melrose High School staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices	AP Tia Stuckey, Content Lead , Dr. Gwanda Patterson-PLC Coach	05/24/2024		

of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Supporting Data --------------- Based on 2022-2023 Spring Mastery Connect data overall in ELA the number of students meeting and or exceeding expectations increased from 7.9% in 2021-2022 school year to 13.8% in 2022-2023. **Benchmark Indicator** Implementation ------------- Daily classroom observations using the District Classroom Walkthrough protocol and debriefing document. Bi-weekly the Principal and Vice Principal will provide attendance support for all students. New teacher professional learning supports are offered at various times (monthly) throughout each semester for new/novice teachers. Effectiveness ------------- Daily informal classroom observations using district classroom walkthrough protocol and debriefing document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps. Bi-weekly the principal and vice principal will provide attendance and discipline support and as a result attendance will increase by 20%. New teacher professional learning supports are offered as a result 100% of new/novice teacher are	that lead to higher student achievement and teacher effectiveness to meet our ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, and PLC sessions weekly. Locally, we will utilize IZone learning coaches and school-based instructional coaches to lead teachers in professional learning opportunities through collaboratively looking at student data, sharing best practices, building assessment literacy around the standards and analyzing student work. We will attend I-Zone PLCs. Recommended conferences are listed as: National Writing Conference Unbound Ed Standards Institute (standards-based instruction summer conference) New Teacher Mentorship Training I-Zone PLC Sessions AP English Course Training for Teachers National Council of Teachers of English Annual Convention Implementation ------------- Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. Weekly lesson plan checks Quarterly Common Assessments				

in attendance in monthly school-based PD sessions.	Weekly Formal and informal observations Weekly student work samples and exit-ticket data showing student work. By the end of October 2023, the ILT will have determined the school-based instructional focus and key improvement strategies for the 2023-2024 school year. Effectiveness ------------- Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement by 10%. Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. Quarterly common assessment data showing students' mastery of standards at 70% or higher. Weekly formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps Weekly student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. By October 2023, 100% of teachers will be able to identify the instructional focus and will have received PD on the IF and key improvement strategies.				
	[A 1.2.2] Tiered Teacher Support Description	AP Tia Stuckey,	05/24/2024		

	---------- Tiered and differentiated support provided to teachers by school-based and central office instructional teams. Additional partnership with district-level instructional support providers. Weekly PLC meetings are conducted, and teachers are offered professional workshops from school and I-Zone and district staff. Implementation ------------- Weekly use of formal and informal observations Monthly new and novice teacher professional development support Bi-weekly professional learning community sign in sheets and agendas Effectiveness ------------ Weekly use of formal and informal observation will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. Monthly new teacher professional learning supports are offered at various times throughout each semester for new and novice teachers, 100 % of the new and novice teachers will attend monthly school-based PD sessions. Bi-weekly professional learning community sign in sheets and agenda's, this will show that 100% of teachers attended PD, in order to receive individualize professional learning support.	Content Lead , Tamekia Morrow, ELA LEAD			
	[A 1.2.3] On-going Professional Development Description	AP Tia Stuckey,	05/24/2024		

----------- Develop school-wide common practices for improving reading skills that include making connections, visualizing, inferring, determining importance, and synthesizing. Strengthen teachers' practice within the inclusion classroom by attending professional developments that target differentiation for SPED students as well as professional development with co-teachers on best practices in the co-taught classroom. Implementation ------------- ILT sessions are facilitated bi-weekly by the Principal and Vice-Principal By October 2023, teachers will be able to identify the instructional focus that is used to support student by attending professional development. New teacher professional learning supports are offered at various times throughout each semester for new/novice teachers. Effectiveness ------------ ILT sessions are facilitated bi-weekly by the Principal and Vice Principal resulting in 100% teacher attendance. By October 2023, 100% of teachers will be able to identify the instructional focus by attending professional development. New teacher professional learning supports are	Content Lead, Tamekia Morrow, ELA Content Lead	

	offered at various times throughout each semester for new and novice teachers, 100 % of the new and novice teachers will attend monthly school-based PD sessions.				
[S 1.3] Provide additional support for students who are failing to make academic progress Rationale --------- Provide RTI2 intervention for students who meet the qualifications of RTI2 by Tiers. We will provide weekly updates and progress monitoring for these students. Benchmark assessments will be administered to help determine which students will qualify for RTI2 . Supporting Data -------------- The Soar reports that are found on Power BI will reflect the fact that 85% of the students on RTI2 that started in 2022-2023 were moved from Tier 3 to Tier 1 by the end of the year. **Benchmark Indicator** Implementation ------------- Quarterly RTI training PD sessions and sign in sheets Monthly progress monitoring data reports with a focus on deficit areas Monthly data team meetings	**[A 1.3.1] Implement extended learning tutoring program** Description ----------- Melrose High School will provide an afterschool and Saturday Extended Learning Tutoring Program. The program will improve student achievement in all content areas, as well as the ACT. Implementation -------------- Quarterly RTI differentiated training PD sessions and sign in sheets. Monthly progress monitoring data reports with a focus on deficit areas Monthly data team meetings agendas and sign in sheets Quarterly benchmark assessments Effectiveness ------------- Quarterly RTI differentiated training PD sessions and sign in sheets are used resulting in 100% of teachers being trained and their attendance is recorded. Melrose High School will be at 85% or higher on progress monitoring compliancy by the end of	Dr. Gwanda Patterson,PLC Coach , AP Marcus Jones, AP Tia Stuckey, Content Admin Lead, Tamekia Morrow, ELA Lead	05/10/2024		

Monthly updated intervention plans Weekly Informal Walkthroughs Effectiveness ------------- Quarterly RTI training PD sessions and sign in sheets resulting in 100% of intervention teachers being trained. Monthly progress monitoring resulting 70% of students moving from Tier 3 to TIER 2 Monthly data team meetings, able to recommend 20% of our students that are ready to exit RTI. Monthly updated intervention plans ,85% of intervention plans will be updated and current by end of each month. Weekly Informal walkthroughs are beneficial because it allows administrators to see Tier III students that will require benchmark assessment, which will decrease 10%.	quarter one. Monthly data team meetings help capture 100% of the students that are in Tier 1, Tier 2, and Tier 3 status reports. Quarterly RTI benchmark assessment will show that the number of Tier III students requiring benchmark assessing will decrease 10% by decreasing 5% from the fall 2023 to winter 2023 assessment period and an additional 5% from the winter to the spring 2024 assessment.				
	[A 1.3.2] Tier 2 and 3 Instruction Description ----------- Intervention blocks embedded in the Master schedule to support tier 2 and tier 3 students to decrease skill deficits. Implementation -------------- Monthly data progress monitoring reports with a focus on deficit areas	Principal Kristopher Davis, Shalanda Saulsberry, VP, Maurice Burton, Professional School Counselor	05/10/2024		

	Weekly progress monitoring of all Tier 2 and 3 students with fidelity Quarterly benchmark assessments Effectiveness ------------- Melrose High School will be at 85% or higher on progress monitoring compliancy by the end of quarter one. Weekly progress monitoring resulting in 100% of the students that are in Tier 1, Tier 2, and Tier 3 being assessed. The number of Tier III students requiring benchmark assessing will decrease 10% by decreasing 5% from the fall 2023 to winter 2023 assessment period and an additional 5% from the winter to the spring 2024 assessment.				
	[A 1.3.3] Differentiated Intervention Description ----------- Individualized and differentiated support will be provided to at-risk students through tutoring, credit and course recovery, and online intervention programs. Interventionist will work according to I-Zone/Priority schools guidelines to increase academic achievement in reading and mathematics. Implementation -------------- Interventionist daily schedule Quarterly Progress Monitoring Quarterly Mastery Connect/Benchmark assessments.	Melrose High school teachers and support staff	05/24/2024		

	Effectiveness ------------ Interventionist daily schedule will show that 100% of students will be placed in Tier 1, Tier 2 or Tier 3 in order to meet RTI compliancy. Quarterly Melrose High School will be at 85% or higher on progress monitoring compliancy by the end of quarter one. Quarterly Mastery Connect data will show the number of Tier III students requiring benchmark assessing will decrease 10% by decreasing 5% from the fall 2023 to winter 2023 assessment period and an additional 5% from the winter to the spring 2024 assessment.				
	[A 1.3.4] Teacher Support Description ----------- Partnership with our ELL, ESL, SPED, and RTI advisor to implement resources for effective teaching and learning, and providing feedback to teachers, students, and parents as needed. Implementation -------------- Quarterly Mastery Connect assessments. Weekly collaborative planning Quarterly review of TEM observation data Weekly lesson plan feedback Monthly Professional development for all teachers Effectiveness -------------	AP Tia Stuckey, Content Admin Lead, Tamekia Morrow, ELA Lead	05/24/2024		

| | The overall Mastery Connect OTM will increase by 5% or higher each MC assessment (Fall 2023, Winter 2023, Spring 2024).

All teachers will attend weekly collaborative planning sessions 100% of the time with input and cooperation.

Quarterly review of TEM observation data will show that 100% of teachers will be evaluated with fidelity.

Weekly lesson plan checks will show that 100% of teachers are on track with using the reading prescriptions/curriculum maps.

Monthly professional development for all teachers will show that 90% will receive relevant training to support them in the classroom. | | | | |

[G 2] Melrose High School will improve Math met and exceeded proficiency percentages for grades 9-12 from 1.6% in 2021-2022 to 6.2 % in 2024.
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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Rationale --------- Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.	**[A 2.1.1] Improve student achievement and growth by supporting rich learning environments** Description ----------- Melrose High will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts. Such materials as: desktop computers, laptops, copiers, copy paper, staplers, pens, pencils, promethean boards, desk, chairs, headphones,	Dr. Gwanda Patterson, PLC Coach	05/24/2024		

Supporting Data -------------- Based on 2022-2023 Spring Mastery Connect data overall in Math the number of students meeting, and or /exceeding expectations increased from 0.7% in the 2021-2022 school year to 11.4% in the 2022-2023 school year. The percentage of Algebra 1 students meeting and exceeding expectations increased from 14.1% in the year of 2021-2022 to 28.3% in 2022-2023 school year. The percentage of Algebra II students meeting and exceeding expectations increased from 1.7% in school year 2021-2022 to a 5.5% in school year 2022-2023. The percentage of Geometry students meeting and exceeding expectations decreased from 4.0 % in 2021-2023 school year to a 1.3% in 2022-2023. **Benchmark Indicator** Implementation -------------- Quarterly District Formative assessments Daily classroom observations using Educational Epiphany Classroom Walkthrough Protocol Quarterly review of TEM observations data Monthly district walkthrough Weekly lesson plan review Effectiveness -------------	student laptops carts, dry eraser markers, teacher laptops, printers, scanners, and snacks and beverages for upcoming meetings. ACT prep materials such as notebook paper, pencils, erasers, composition tables, tape, binders, folders, planners, student backpacks, and sanitizers. Melrose High will use the resources to complete the following: Encourage a school-wide problem-solving guide to aid in the step-by-step process of analyzing real-world application problems in all math classrooms. Devise a plan to implement a more effective intervention course with a list of students for ACT Prep that is intentional (homogenous grouping) to address the specific needs of the students for growth. Implement the Math Lab course in its most effective capacity to improve basic math skills for struggling students (far below grade level). Implementation ------------- Quarterly District Common Formative Assessments (Fall 2023, Winter 2023, Spring, 2024) Daily classroom observations using Educational Epiphany Classroom Walkthrough Protocol Monthly review of TEM observation data Bi-Weekly Classroom walkthrough reports Quarterly Collaborative planning session Effectiveness -------------				

On quarterly District formative assessments, students' mastery of standards will be at a 70% or higher. Daily informal classroom observations using district classroom walkthrough protocol and debriefing document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps. Quarterly review of TEM observation data will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. Monthly district and school ILT Walkthrough data will show a 10% growth in implementation of the District's Four Instructional Practices with fidelity. Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps.	Quarterly District Formative Assessments, students should perform at or above the 70% on the quarterly District Formative Assessments which aligns with core instructional standards for specific quarter. Daily informal classroom observations using district classroom walkthrough protocol and debriefing Document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps. The monthly review of TEM observation data will reflect the number of teachers having Teach 1, Objective Driven Lesson, as an area of refinement will decrease by 10% monthly. Biweekly district and school ILT Walkthroughs will reflect 10% growth in implementation of the District's Four Instructional Practices with fidelity. Quarterly collaborative planning will occur for 100% of teachers, as a result the focus will be on instructional shifts and practices to help student improvement.				
	[A 2.1.2] Standards Based Instruction Description ----------- Develop school-wide common practices for engaging in mathematical practices and aspects of rigor according to grade and subject level, academic standards. Teachers will be trained on using the Eight Effective Mathematical Teaching Practices and the Four Instructional Practices. Implementation -------------- Quarterly district formative assessments	Dr. Gwanda Patterson, PLC Coach	05/24/2024		

	Daily classroom observations using Educational Epiphany Classroom walkthrough protocol Bi-Weekly collaborative planning sessions Weekly lesson plans Effectiveness ------------- On the quarterly District Formative Assessments students should perform at or above the 70% ,which aligns with core instructional standards for specific quarter. Daily informal classroom observations using district classroom walkthrough protocol and debriefing document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps. Bi-weekly collaborative planning will occur for 100% of teachers, as a result the focus will be on instructional shifts and practices to help student improvement. Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps.				
	[A 2.1.3] Data-Driven Instruction Description ---------- Focused PLCs on unpacking Algebra I,II, and Geometry standards and creating grade-level appropriate questions and tasks within a Data-Driven Instructional cycle (DDI) focused around student work analysis and common formative assessments. Utilize PLCs to collaborate and select grade-level appropriate questions from test banks available	Dr. Gwanda Patterson, PLC Coach, Principal Kristopher Davis	05/24/2024		

	through the district and Mastery Connect. Implementation -------------- Quarterly District Common Formative Assessments Daily classroom observations using Educational Epiphany Classroom Walkthrough Protocol Monthly review of TEM observations data Weekly lesson plan review Effectiveness ------------- Quarterly District Formative Assessments, students should perform at or above the 70% on the quarterly District Formative Assessments which aligns with core instructional standards for specific quarter. Daily informal classroom observations using district classroom walkthrough protocol and debriefing document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps. The monthly review of TEM observation data will reflect the number of teachers having Teach 1, Objective Driven Lesson, as an area of refinement will decrease by 10% monthly. Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps.			
	[A 2.1.4] Intervention Period Description ----------- MHS is now an I-Zone/Priority school and students	Dr. Gwanda Patterson, PLC Coach	05/24/2024		

	attend school an extra hour each day. Math intervention class periods will be used to specifically target students and help support them. Students will receive extra support and move students from below to approaching and on track to mastery by providing additional instruction on tested standards. Students will need snacks and light refreshments for Tutoring.				
	Implementation				
	Quarterly District Common Formative Assessments				
	Daily classroom observations using Educational Epiphany Classroom Walkthrough Protocol				
	Weekly lesson plan review				
	Quarterly review of TEM observations data				
	Effectiveness ------------- Quarterly District Formative Assessments, students should perform at or above the 70% on the quarterly District Formative Assessments which aligns with core instructional standards for specific quarter.				
	Daily informal classroom observations using district classroom walkthrough protocol and debriefing document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps.				
	Weekly lesson plan review will help 100% of teachers receive feedback toward instructional strategies.				

	Quarterly review of TEM observation data will reflect the number of teachers having Teach 1, Objective Driven Lesson, as an area of refinement will decrease by 10%.				
[S 2.2] Professional Development Rationale --------- Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Supporting Data -------------- MHS saw a decrease in Geometry Mastery Connect data from a 4.0% in 2021-2022 to a 1.3% in school year 2022-2023. **Benchmark Indicator** Implementation ------------- Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing ILT sessions are facilitated bi-weekly by the Principal and Vice-Principal Quarterly Collaborative planning Quarterly Professional Development agenda Monthly New /Novice teacher professional development support Effectiveness -------------	**[A 2.2.1] Attend local, state, and national conferences** Description ----------- Melrose High School staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our math goal. Attending staff will train math team faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly. Recommended/Suggested Conferences: NCTM Regional Conference (November 3, 2023) Implementation ------------- Quarterly District Formative Assessments Daily classroom observations using Educational Epiphany Classroom Walkthrough Protocol Monthly review of TEM observations data Weekly lesson plan review Effectiveness ------------- Quarterly District Formative Assessments will show that students will perform 70% or higher which aligns with core instructional standards for specific quarter.	Dr. Gwanda Patterson, PLC Coach and Math Lead	05/10/2024		

Daily informal classroom observations using district classroom walkthrough protocol and debriefing document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps. Bi-weekly ILT sessions facilitated by the Principal and Vice Principal will increase leadership effectiveness for 100% of faculty and staff. Quarterly collaborative planning will occur for 100% of teachers, as a result the focus will be on instructional shifts and practices to help student improvement. By October 2023, 100% of teachers will be able to identify the instructional focus and will have received PD on the instructional focus and key improvement strategies. Monthly New/Novice teachers will attend professional development 100% of the time. Evidence	Daily informal classroom observations using district classroom walkthrough Protocol and Debriefing Document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps. The monthly review of TEM observation data will reflect the number of teachers having Teach 1, Objective Driven Lesson, as an area of refinement will decrease by 10% monthly. Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps.				
	[A 2.2.2] On-going Professional Development Description ----------- Develop school-wide common practices for engaging in mathematical practices and aspects of rigor according to grade level, academic standards. Strengthen teachers' practice within the inclusion classroom by attending professional developments that target differentiation for SPED students as well as professional development with co-teachers on best practices in the co-taught classroom. Implementation --------------	Dr. Gwanda Patterson, Instructional Facilitator, Oprah Thomas, Math team lead	05/10/2024		

	Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol B-weekly instructional Leadership Team (ILT) MEETINGS Quarterly Collaborative planning session agenda and sign in sheets Bi-weekly Professional Development agenda minutes and sign in sheets Effectiveness ------------- Daily informal classroom observations using district classroom walkthrough protocol and debriefing document will reflect that 100% of teachers are on track for implementing reading prescriptions/curriculum maps. Bi-weekly ILT will observe teachers via walkthroughs comparing lesson plans to ongoing instruction using rubrics for 100% instructional improvement for all teachers. Quarterly collaborative planning will occur for 100% of teachers, as a result the focus will be on instructional shifts and practices to help student improvement. Bi-weekly professional development increases the implementation of the educational shifts and gradual release model by 90% within the classroom.				
	[A 2.2.3] Data-Driven Instruction Description ----------- Focused PLCs on unpacking Algebra I, II, and	Mr. Davis , Principal, Dr.Gwanda Patterson, PLC	05/24/2024		

	Geometry standards and creating subject-level appropriate questions and tasks within a Data-Driven Instructional cycle (DDI) focused on student work analysis and common formative assessments. Implementation ------------- Weekly departmental meetings agendas and sign in sheets Quarterly analysis of Student work and exit tickets Quarterly Mastery Connect Assessments Weekly formal and informal TEM observations Effectiveness ------------ Weekly departmental meetings agendas and sign in sheets will show 100% of teachers focus using district resources and standard lesson alignment. Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. Quarterly students will perform at 70% or higher on mastery connect assessments. Weekly formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps.	Coach, Math team			
[S 2.3] Targeted Intervention and Personalized Rationale --------- Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to	**[A 2.3.1] Targeted Interventions and Personalized Learning RTI2** Description ----------- Provide academic interventions, personalized learning activities, an individualized learning pace,	Dr. Gwanda Patterson, PLC Coach, Reneire Hayes, Interventionist	05/10/2024		

meet the needs of specific learners to improve student achievement. Supporting Data -------------- Soar report from Power BI indicates that 95% of RTI2 that were in TIER 3 moved to Tier 1 and completed their goals by the end of year 2023 Spring. **Benchmark Indicator** Implementation ------------- Required quarterly RTI differentiated training PD sessions and sign in sheets Quarterly progress monitoring data reports with a focus on deficit areas Monthly data team meetings agendas and sign in sheets Quarterly benchmark assessments Bi-weekly Informal Walkthroughs Each nine-week review of grade reports for students enrolled in before, during and after school intervention. Effectiveness ------------- Quarterly 100% RTI team members in attendance at professional development sessions Melrose High School will be at 85% or higher on	and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Intervention blocks embedded in the Master schedule to support tier 2 and tier 3 students to decrease skill deficits. Implementation -------------- Monthly data progress monitoring reports with a focus on deficit areas Weekly progress monitoring of all Tier 2 and 3 students with fidelity Monthly data team agendas and sign in sheets Monthly review of Soar reports to support closing any gaps in student achievement Effectiveness ------------- Melrose High School will be at 85% or higher on progress monitoring compliancy by the end of quarter one. Tier 2 and 3 students will show 100% completion after using weekly progress monitoring. Monthly data team agenda and sign in sheets will capture attendance for 100% of the teachers. Monthly review of Soar report will show that 95% of the students on RTI2 are being monitored and student achievement gaps are being closed.				

progress monitoring compliancy by the end of quarter one. Monthly data team meeting agenda and sign in will show that 90% of students are eligible for either TIER 1 OR TIER 2 Quarterly, the number of Tier III students requiring benchmark assessing will decrease 10% by decreasing 5% from the fall 2023 to winter 2023 assessment period and an additional 5% from the winter to the spring 2024 assessment. Bi-weekly Informal walkthroughs will reveal that 100% of the teachers are offering RTI2 to all intervention students with fidelity. Each nine-week student's progress reports and report cards showing mastery of standards at 70% or higher for tier 2 and tier 3 students.					
	[A 2.3.2] Implement extended learning tutoring program Description ----------- Melrose High School will provide an afterschool and Saturday Extended Learning Tutoring Program. The program will help improve student achievement in all content areas, as well as the ACT. Implementation -------------- Required quarterly RTI differentiated training PD sessions and sign in sheets Monthly progress monitoring data reports with a focus on deficit areas Monthly data team meetings agendas and sign in sheets	Dr. Gwanda Patterson, PLC Coach, AP Marcus Jones, VP Shalanda Saulsberry, and Tamekia Morrow, ELA	05/24/2024		

	Weekly Informal Walkthroughs Quarterly progress report and report cards on Tutoring by teacher Effectiveness ------------ Quarterly RTI training PD sessions and sign in sheets resulting in 100% of intervention teachers being trained. Monthly progress monitoring resulting 70% of students moving from Tier 3 to TIER 2 Monthly data team meetings agendas and sign in sheets will capture 100% of teachers' attendance. Weekly informal walkthroughs will show that 100% of the students are in compliance with RTI2 . Quarterly progress reports and report cards will show that 85% of students receiving tutoring will move up in relevant subjects.				
	[A 2.3.3] Differentiated Intervention Description ----------- Individualized and differentiated support will be provided to at-risk students through tutoring, credit and course recovery, and online intervention programs. Implementation -------------- Quarterly RTI2 differentiated training PD sessions and sign in sheets Monthly progress monitoring data reports with a focus on deficit areas	ALL Melrose teachers and support staff	05/24/2024		

	Bi-Quarterly review report cards and at risk or targeted students				
	Monthly data team meetings				
	Effectiveness ------------				
	Quarterly RTI training PD sessions and sign in sheets resulting in 100% of intervention teachers being trained.				
	Monthly progress monitoring resulting 70% of students moving from Tier 3 to TIER 2				
	Bi- Quarterly progress reports and report cards showing all students receiving passing grades at 70% or higher in each subject area.				
	Monthly data team meetings with all (100%) of all school, and community participates in attendance.				

[G 3] Melrose High School will increase the percentage of ready graduates from 10% (2023) to 15.5% in (2024) and increase graduation rate from 7% (2023) to 12% (2024).
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 1] Priority schools will reduce chronic absenteeism rates from approximately 31% in 2023 to approximately 26% in 2024 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] ACT Preparation Rationale ---------	**[A 3.1.1] Improve student achievement and growth by supporting rich learning environments**	Dr. Gwanda Patterson, PLC	05/24/2024		

	Description	Coach, Math Lead			
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. Supporting Data --------------- In order to acquire Ready Graduate status, the average ACT score was 13.5%, the any pathway was 14.5%, EPSO pathway was 6.8%. **Benchmark Indicator** Implementation ------------- Quarterly review of student's report card data Bi-weekly Mock practice ACT (grades 11-12) Quarterly ACT Data Review of Juniors and Seniors Effectiveness ------------ Quarterly review of student's report card will show that 85% of students are enrolled in ACT support courses. Bi-weekly mock will reveal that 85% of the students (11-12 participated in the Mock ACT practice. Quarterly ACT data review will reveal that 75% of juniors and seniors enrolled in ACT prep courses show a 2-point increase in their overall ACT composite score.	----------- Melrose High School will secure supplies, materials, equipment and resources to support academic growth and achievement in all ACT prep courses and afterschool prep sessions. Implementation ------------- Quarterly review of student's report card data Bi-weekly Mock practice ACT (grades 11-12) Quarterly ACT Data Review of Juniors and Seniors Effectiveness ------------ Quarterly review of student's report card will show that 85% of students are enrolled in ACT support courses. Bi-weekly mock will reveal that 85% of the students (11-12 participated in the Mock ACT practice. Quarterly ACT data review will reveal that 75% of juniors and seniors enrolled in ACT prep courses show a 2-point increase in their overall ACT composite score.				
	[A 3.1.2] Ongoing ACT Preparation Description -----------	Principal. Kristopher Davis, Maurice	05/24/2024		

	Provide quarterly ACT prep sessions before all in-school ACT mandated test by Peer Power Success Coaches. Utilize purchased and district ACT Prep software and workbooks to assign ACT prep assignments to all seniors and juniors. Support students in 11th and 12th grade by helping them improve on test taking strategies and to work toward achieving a composite score of 21. Implementation -------------- Quarterly ACT prep workshops Quarterly school level data meetings Quarterly meetings with School Counselors ACT prep classes Daily meetings with ACT Specialists Effectiveness ------------ Quarterly workshops will show that at least 70% of juniors and seniors will be offered ACT prep. Quarterly review of ACT courses via data pulls will reveal that additional resources may have to be purchased for 85% of the students. Quarterly meetings with school counselors will show that 90% of the juniors and seniors participated in the ACT retake. Daily meeting with ACT specialists provided a chance for 100% of Seniors to increase their overall score to a 21 or higher.	Burton, School Counselor			
	[A 3.1.3] ACT Preparation Description	Principal Kristopher	05/24/2024		

	---------- Enroll students in an ACT prep course to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT. Implementation -------------- Quarterly ACT prep workshops Quarterly school level data meetings Quarterly meetings with School Counselors ACT prep classes Daily meetings with ACT Specialists Effectiveness ------------- Quarterly workshops will show that at least 70% of juniors and seniors will be offered ACT prep. Quarterly review of ACT courses via data pulls will reveal that additional resources may have to be purchased for 85% of the students. Quarterly meetings with school counselors will show that 90% of the juniors and seniors participated in the ACT retake. Daily meeting with ACT specialists provided a chance for 100% of Seniors to increase their overall score to a 21 or higher.	Davis, Maurice Burton, School Counselor		
[S 3.2] Early Post-Secondary Opportunities Rationale --------- Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while	**[A 3.2.1] Progressive Monitoring and Support** Description ----------- Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while	VP Shalanda Saulsberry, Tamkeia Morrow, ELA Lead, Dr. Gwanda Patterson, PLC	05/24/2024	

		Coach, Content Lead			
enrolled in high school in order to increase students' college and career readiness. Supporting Data -------------- Post-Secondary Opportunities The Post-Secondary Achievement of Participants in Dual Enrollment: "An Analysis of Student Outcomes in Two States" and Using Evidence to Create Next Generation High Schools – Strategy 2: Small Learning Communities/Small Schools of Choice (Effects of High School Melrose High School's overall Ready Graduate rate will increase from 5.4% in Spring 2023 to 15.4% or higher in Spring 2024. **Benchmark Indicator** Implementation -------------- Semester review of the number of Advanced Academics courses offered in an academic year. Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success. Quarterly review of Ready Graduate rates Semester review of students in AP tutoring compared to the previous semester, participation and success in AP courses. Effectiveness ------------- Semester review will show that 85% of seniors enrolled in 1 or more AP courses completed the	enrolled in high school in order to increase students' college and career readiness. Implementation -------------- Semester review of the number of Advanced Academics courses offered in an academic year. Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success. Quarterly review of Ready Graduate rates Semester review of students in AP tutoring compared to the previous semester, participation and success in AP courses. Effectiveness ------------ Semester review will show that 85% of seniors enrolled in 1 or more AP courses completed the course with fidelity. Quarterly review of students enrolled in advanced academic courses will show that 80% of students' success rate on ap exams. Melrose High School's overall Ready Graduate rate will increase from 5.4% in Spring 2023 to 15.4% or higher in Spring 2024. Semester review of students in AP tutoring increased by 30% in comparison to the previous semester.				

course with fidelity. Quarterly review of students enrolled in advanced academic courses will show that 80% of students' success rate on ap exams. Melrose High School's overall Ready Graduate rate will increase from 5.4% in Spring 2023 to 15.4% or higher in Spring 2024. Semester review of students in AP tutoring increased by 30% in comparison to the previous semester.					
	[A 3.2.2] College Preparation Description ----------- Conduct college-going behavior activities quarterly: FAFSA Night College Fairs Conduct ACT Practice Tests for All Freshmen and Sophomores Implementation ------------- Weekly students will visit with Guidance Counselor to get College and Career assessment. Monthly counselors will review student schedule to ensure that they are on track to graduate. Quarterly College career expos will be offered to all students mainly seniors for early exposure. Quarterly Dual enrollment Effectiveness ------------- 100% of the Seniors are scheduled to visit with	Dr Gwanda Patterson, PLC Coach, Content Lead, Maurice Burton, School Counselor	05/24/2024		

	Guidance Counselor weekly 100% of Seniors will receive a schedule review to ensure that they are on track to graduate monthly 100% of Seniors will be exposed to college and career opportunities quarterly 80% of the students will take dual enrollment courses quarterly				
	[A 3.2.3] CCTE Professional Development Description ----------- Ongoing professional development opportunities will be provided to all CTE teachers throughout the school year during PLCs. Teachers who participate will be kept abreast of changing and emerging technologies and industry trends. Additionally, they will be prepared to transition students from the classroom to post-secondary and the workforce. Implementation -------------- Bi-weekly CCTE data meetings Monthly collaborative planning sessions with CCTE TEAM Bi-weekly classroom drop by via informal observations Counselors career/work base learning sessions monthly Effectiveness ------------ Bi-weekly CCTE data meetings will reveal that 90% of our 11th and 12th students are showing an increase in using integrated technology.	Dr. Gwanda Patterson, PLC Coach, CCTE Content Lead, Jackie Walker, CCTE Advisor	05/24/2024		

	Monthly collaborative planning sessions will reveal that 85% of students have received their Microsoft and OSHA certifications. Bi-weekly classroom drop by via informal observations will reveal that teachers are trained via PD and 100% are utilizing new technology in the classroom. Counselors will reach 95% of the Seniors to offer career/work base opportunities monthly				
[S 3.3] Career Exploration and Work-Based learning Opportunities Rationale --------- Assist all students in grades 9 and 10 with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc. Supporting Data -------------- According to the 2022-2023 data, 7% of the students graduated. Only 10% were Ready graduates, however 14.5 percent of the students were approaching graduation. The average **Benchmark Indicator** Implementation ------------- Semester review of student career interest inventories Quarterly review of the Work Based Learning program Semester review of student transcripts	**[A 3.3.1] Analyze Transcipts to ensure early placement** Description ----------- Analysis of transcripts to ensure that students are placed in CCTE courses early. Implementation ------------- Semester review of student career interest inventories Quarterly review of the Work Based Learning program Semester review of student transcripts Effectiveness ------------ Semester review of student career interest will reveal 100% of students received support that will gauge high school course planning. Quarterly review of the Work Based Learning program will show that 85% of students were enrolled in work based and placed on jobs.	Maurice Burton, Margaret Wickham School Counselors	05/24/2024		

Effectiveness ------------ Semester review of student career interest will reveal 100% of students received support that will gauge high school course planning. Quarterly review of the Work Based Learning program will show that 85% of students were enrolled in work based and placed on jobs. Semester review of student transcripts reveal that overall distribution rate of students attaining 1 Industrial Certificate and 2 EPSOs will increase by 5%. ###	Semester review of student transcripts reveal that overall distribution rate of students attaining 1 Industrial Certificate and 2 EPSOs will increase by 5%. ###				
	[A 3.3.2] Career & College Exploration Description ----------- Develop a college and career activity schedule to engage all Melrose High School students in monthly. Implementation -------------- Quarterly Use E-Tiger data reports Semester Osha certification reports Quarterly report cards and progress reports to monitor Bi-weekly CCTE meetings Weekly review of technology usage Effectiveness ------------	All CCTE teachers, School Counselor Burton, Dr. Gwanda Patterson, PLC Coach	05/24/2024		

	Quarterly use of E-Tiger data reports will reveal that 75% of the students have received completers Semester OSHA certification reports will reveal that 95% of the students in CCTE have received certifications. Quarterly report cards and progress report which will identify 100% of the students deficits Bi-weekly CCTE meetings will reveal which students need additional support and increase by 5% Weekly review of technology will reveal that 95% of the students are using technology in the classroom				
	[A 3.3.3] CCTE Teacher Training-Working with SWD Description ----------- Melrose High school will provide opportunities for CCTE teachers to collaborate with the DEC department at Melrose High school. This training will occur at minimum 2 times per school year. It will take place in the Winter of 2023 and Spring of 2024. The outcome is to increase academic achievement of SWD in CCTE courses. This will be measured by reviewing the semester report cards with an expectation of seeing an increase in achievement. Implementation -------------- Quarterly measures of report cards Weekly walkthroughs and informal observations Bi-weekly collaborative planning meetings and results	Dr. Gwanda Patterson, PLC Coach, Oprah Thomas, RTI, Dr. Joletta Cooper-RTI	05/24/2024		

	Semester review of Ready Graduates Effectiveness ------------ Quarterly measurement of report cards will reveal that 85% of the students are passing in CCTE courses Weekly walkthroughs will reveal if 100% of teachers are using proper instructional practices and curriculum maps Bi-weekly collaborative planning meetings will help 100% of teachers identify student deficient areas Melrose High School's overall Ready Graduate rate will increase from 5.4% in Spring 2022 to 15.4% or higher in Spring 2023. College and Career readiness should increase by 5% in Spring 2024				
[S 3.4] Effective Transitions (Middle to High School to Post-Secondary) Rationale --------- Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. Supporting Data -------------- According to the 2022-2023 data, 7% of the students graduated. Only 10% were Ready graduates, however 14.5 percent of the students were approaching graduation. The average ACT score was 13.5 percent. **Benchmark Indicator** Implementation --------------	**[A 3.4.1] Host of Transition Family Night** Description ---------- Hosting a middle school night featuring the various programs of Art, Freshman Academy, Music, Band, and more. Light snacks and refreshments will be served to parents . Implementation ------------- Annual review of parent and student survey data Quarterly Title one Parent meeting and engagement Monthly parent meeting agenda and sign in sheets Students work on display for parent review weekly	Principal Kristopher Davis, Maurice Burton, School Counselor	05/24/2024		

Semester review of 4-year student academic and transition plans Semi-annual student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) . Semester course review Semester check of IEPs Effectiveness ------------ Review 4-year student academic and transition plans to determine if 100% of students are ensured course offerings and opportunities for educational placement are available for transitioning students each semester Semi -annual students individualized plans are used to ensure 100% of students are on track for the next grade and implementation of accommodations, modifications and intervention. Semester course review will reveal that 80% of grades 9-11 students will have reviewed and selected their 2023-2024 courses by the end of the 1st semester of 2022-2023 school year. Fidelity checks show a minimum of 80% of IEPs are completed each semester.	Effectiveness ------------ Annual review of parent and student survey data will reveal 100% of overall effectiveness outcomes Title one parent meeting and engagement will reveal an increase in parental support by 10% by the end of the first quarter Monthly parent meeting agenda and sign in sheets will reveal that over 75% of parents participate in face-to-face meetings. A 5% Increase in the number of student work on display for parents weekly				
	[A 3.4.2] Student Transcript Evaluations Description ----------- Melrose High School will provide a comprehensive transcript evaluation three times a year for every student in grades 9-12 along with intervention guidance to ensure school counselors are aware	Maurice Burton, Margaret Wickham, School Counselors	05/24/2024		

	immediately when students fall off track from their current courses. * January - First semester credits are analyzed. * May/June - Second semester, Project Graduation, Credit Recovery and MVS credits are analyzed. * August - summer School credits and transcripts of newly enrolled students are analyzed. Implementation ------------- Quarterly meetings with Records/Academics Monthly meetings with Guidance Counselors Quarterly review of ready graduates Effectiveness ------------ Quarterly meetings with Records/Academic personnel will show support for 100% of students via grade verification Monthly meetings with Guidance Counselors will reveal 70% of students are on track to graduate via transcript verification Quarterly review will reveal an increase of MHS ready graduate rates by 5% or higher in the Spring of 2024				
	[A 3.4.3] Parent Meetings Description ----------- Melrose High School Counselors will collaborate with area feeder Middle Schools Counselors to coordinate course selections for high school. Additionally, school counselors will host a transition	Principal Kristopher Davis, Maurice Burton, Margaret Wickham, School Counselors	05/24/2024		

	event for 9th grade students and parents during the summer, when schools meet in person. Parents will need light refreshments for parent meetings. Implementation -------------- Annual review of parent and student survey data Quarterly Title one Parent meeting and engagement Monthly parent meeting agenda and sign in sheets Students work on display for parent review weekly Effectiveness ------------ Annual review of parent and student survey data will reveal 100% of overall effectiveness outcomes Title one parent meeting and engagement will reveal an increase in parental support by 10% by the end of the first quarter Monthly parent meeting agenda and sign in sheets will reveal that over 75% of parents participate in face-to-face meetings. A 5% Increase in the number of student work on display for parents weekly				

[G 4] Melrose High School will reduce the percentage of chronically absent students from 71.0% in 2022 to 51.0% in 2024.
Additional Supports

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

District Turnaround Plan Goal
[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31% in 2023 to approximately 26% in 2024 with clearly defined systems and operating

procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavior Interventions and Supports Rationale --------- Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Supporting Data -------------- The chronic absenteeism rate at MHS decreased from 71.0% in 2021-2022 school year to 70.3% in 2022-2023 school year. The attendance rate increased from 79.6% in 2021-2022 school year to 80.6% in the 2022-2023 school year. There was a decrease in the number of students that attended school in 2023 by grade level. **Benchmark Indicator** Implementation -------------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Attendance - 20-day reporting period Every 20-day SART AND SARB meeting attendance Student discipline reports - 20-day reporting period	**[A 4.1.1] Behavior Supports** Description ----------- Quarterly mandatory group sessions for students who are repeat offenders for In-School Suspension and Overnight Suspensions. Implementation -------------- Monthly RTI2-B Protocol Implementation 20-day report period Bright Bytes Intervention List Fidelity 20-day report SART and SARB meeting attendance Effectiveness ------------ Monthly, RTI2-B progressive discipline model will be followed with fidelity by 100% of teachers and administrators when dealing with behavioral infractions. 100% of students flagged in Bright Bytes will be added to an intervention list each 20-day reporting period. SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers each 20-day reporting period.	Derrick Bobo, Behavior Specialist, Otha Farris, Behavior Specialist and AP Marcus Jones	05/24/2024		

Monthly Attendance Team Meeting and sign-in sheets Effectiveness ------------ Attendance reports each 20-day period per Power-BI will show an attendance rate at or below 10% throughout the schoolyear. SART and SARB meetings, will be held by at least 95% of the teachers that make referrals as needed each 20-day reporting period. Student discipline reports will assist in monitoring students' behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents by 20% each 20-day reporting period. Monthly attendance team meetings and sign in sheets will show a 10% increase in participation by faculty and staff.					
	[A 4.1.2] Social Emotional Learning Description ----------- Implement the district's SEL (Rethink Ed) platform weekly during homeroom to teach SEL lessons. Create and develop quarterly community building themes. Teachers will be asked to routinely include strategies and activities in their lessons that align with the quarterly community building theme. These activities should allow students to express their thoughts and ideas, build relationships, and practice collaboration. This will help grow and maintain a feeling of emotional safety in our school building. Implementation --------------	Maurice Burton, Margaret Wickham, School Counselors	05/24/2024		

	Quarterly activities for students to build community/intervention Weekly District SEL assessments Effectiveness ------------ Quarterly activities will decrease in student behavior by 60% after intervention Weekly District SEL assessments will reveal that 90% of students will participate in SEL.				
	[A 4.1.3] Intervention Teams Description ----------- Melrose High School will utilize cross-functional teams to complete statistic cycles that review attendance, chronic absenteeism, and behavior data to identify at-risk students. Implementation ------------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Attendance - 20-day reporting period Every 20-day SART AND SARB meeting attendance Student discipline reports - 20-day reporting period Monthly Attendance Team Meeting and sign-in sheets Effectiveness -------------	Derrick Bobo, Behavior Specialist Otha Farris, Behavior Specialist, AP Marcus Jones	05/24/2024		

	Attendance reports each 20-day reporting period per Power-BI will show an attendance rate at or below 90% throughout the schoolyear. SART and SARB meetings, will be held by at least 95% of the teachers that make referrals as needed each 20-day reporting period. Student discipline reports will assist in monitoring students' behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents by 20% each 20-day reporting period. Monthly attendance team meetings and sign in sheets will show a 10% increase in participation by faculty and staff.				
[S 4.2] Professional Development Rationale --------- Provide ongoing, high quality professional development at the school-level for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Supporting Data -------------- MHS provide professional development to all teachers based on informal observations conducted by administrators. About 95% of our teachers have been provided with an informal observation with feedback. **Benchmark Indicator** Implementation -------------	**[A 4.2.1] School-Wide Discipline Plan** Description ----------- Conduct PD on the school-wide discipline plan to all staff members. Create a Culture and Climate committee. Implementation -------------- Student discipline and attendance reports 20-day reporting cycle Quarterly training of staff to provide refresher on how to identify, consistently monitor, and track at-risk students for chronic absenteeism. Quarterly Reports will be shared school wide. Effectiveness ------------- Student discipline reports will assist in monitoring	Principal Kristopher Davis, VP Shalanda Saulsberry	05/24/2024		

Monthly RTI2-B Protocol Implementation 20-day report period Bright Bytes Intervention List Fidelity 20-day report SART and SARB meeting attendance Effectiveness ------------ Monthly, RTI2-B progressive discipline model will be followed with fidelity by 100% of teachers and administrators when dealing with behavioral infractions. 100% of students flagged in Bright Bytes will be added to an intervention list each 20-day reporting period. SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers each 20-day reporting period.	students' behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents by 20% each 20-day reporting cycle. 100% Increase in staff and faculty training per professional development quarterly Quarterly reports will be shared with 100% of faculty and staff members on chronic absenteeism and behavior.				
	[A 4.2.2] Classroom Management Description ----------- Conduct classroom management PD for all teachers utilizing Teach Like A Champion text. Utilize informal walkthrough and formal observations to gauge teacher teaching and learning in classrooms. Implementation -------------- Bi-weekly district and school ILT Walkthroughs Monthly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.	Principal Kristopher Davis, VP Shalanda Saulsberry	05/24/2024		

		Quarterly collaborative planning Bi-weekly professional development for all novice, and new teachers Effectiveness ------------ Biweekly district and school ILT Walkthroughs will reflect 10% growth in implementation of the District's Four Instructional Practices with fidelity. The monthly review of TEM observation data will reflect the number of teachers having Teach 1, Objective Driven Lesson, as an area of refinement will decrease by 10% monthly. Quarterly collaborative planning will occur for 100% of teachers, as a result the focus will be on instructional shifts and practices to help student improvement. Bi-weekly professional development for new and novice teachers which reflects 100% attendance .				
		[A 4.2.3] Attend local, state, and national conferences Description ----------- Melrose High School staff will attend in-state and out-of-state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet our chronically absent goal. Attending staff will train faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly. Implementation --------------	Kristopher Davis, Principal, Dr. Gwanda Patterson, PLC Coach	05/24/2024		

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. Weekly lesson plan checks Quarterly Common Assessments Weekly Formal and informal observations Weekly student work samples and exit-ticket data showing student work. By the end of October 2023, the ILT will have determined the school-based instructional focus and key improvement strategies for the 2023-2024 school year. Effectiveness ------------- Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement by 10%. Weekly lesson plan checks will show that 100% of teachers are on track with following reading prescriptions/curriculum maps. Quarterly common assessment data showing students' mastery of standards at 70% or higher. Weekly formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps Weekly student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. By October 2023, 100% of teachers will be able to identify the instructional focus and will have				

	received PD on the IF and key improvement strategies.				
[S 4.3] Parent, Family, and Community Engagement Rationale --------- Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Supporting Data -------------- MHS family engagement specialist and administrators provide parents with opportunities to engage and participate in their child/children education by inviting them to PTO'S and to join PTAs. We have a 75% participation rate for the year of 2022-2023 school year. We are working to improve this score for the upcoming 2023-2024 school year. **Benchmark Indicator** Implementation -------------- Quarterly review of parent and student survey data Quarterly Title one Parent meeting and engagement Parent meeting agenda and sign in sheets monthly Students work on display for parent review weekly Effectiveness -------------	**[A 4.3.1] Parent Meetings** Description ----------- Host Annual Title 1 Parent Meetings twice a year. One in the Fall, the second one in the Spring. Implementation ------------- Quarterly review of parent and student survey data Quarterly Title one Parent meeting and engagement Parent meeting agenda and sign in sheets monthly Students work on display for parent review weekly Effectiveness ------------ Quarterly review of parent and student survey data will reveal 100% of overall effectiveness outcomes Title one parent meeting and engagement will reveal an increase in parental support by 10% by the end of the first quarter Monthly parent meeting agenda and sign in sheets will reveal that over 75% of parents participate in face-to-face meetings. A 5% Increase in the number of students that work on displays for parents weekly	Dr. Gwanda Patterson, PLC Coach	05/24/2024		

Quarterly review of parent and student survey data will reveal 100% of overall effectiveness outcomes Title one parent meeting and engagement will reveal an increase in parental support by 10% by the end of the first quarter Monthly parent meeting agenda and sign in sheets will reveal that over 75% of parents participate in face-to-face meetings. A 5% Increase in the number of students that work on displays for parents weekly					
	[A 4.3.2] Open House Description ----------- Host Open House/Academic Night - Parents will have the opportunity to meet their child's teacher as well as understand the academic requirements for the course taken. Provide numerous parent meetings throughout the school year to discuss transition from middle to high school mainly for 9th grade academy students. Discuss Title 1 with parents. Implementation -------------- Quarterly review of parent and student evaluation survey data Monthly review students' graduation track with parents and students Semester review meeting with School Counselors and discuss all available opportunities for ready graduates. Effectiveness -------------	DR. Gwanda Patterson, PLC Coach	05/24/2024		

	Quarterly review of parent and student evaluation will show an Increase in parental support by 5% by spring 2024 Monthly review of student's graduation track which shows an Increase in the number of students that are prepared for ready graduates by 80% Semester review meeting with school Counselors which shows an Increase in the number of students who will be on track to meet their post-secondary goals by Spring 2024				
	[A 4.3.3] Family and Parent Engagement Description ----------- Host PTO drive to encourage parental involvement. Implementation -------------- Quarterly review of parent and student survey data Quarterly Title one Parent meeting and engagement Parent meeting agenda and sign in sheets monthly Students work on display for parent review weekly Effectiveness ------------- Quarterly review of parent and student survey data will reveal 100% of overall effectiveness outcomes	Brittany Murphy, PTSA Committee Chair, and Dr. Gwanda Patterson, PLC Coach	05/24/2024		

	Title one parent meeting and engagement will reveal an increase in parental support by 10% by the end of the first quarter Monthly parent meeting agenda and sign in sheets will reveal that over 75% of parents participate in face-to-face meetings. A 5% Increase in the number of students that work on displays for parents weekly				
	[A 4.3.4] Community Awareness Description ----------- Implement quarterly school newsletter. Parents will receive updates on school activities and how they can receive support their child both academically and emotionally. Implementation ------------- Quarterly review of parent and student survey data Quarterly Title one Parent meeting and engagement Parent meeting agenda and sign in sheets monthly Students work on display for parent review weekly Effectiveness ------------ Quarterly review of parent and student survey data will reveal 100% of overall effectiveness outcomes Title one parent meeting and engagement will	Principal Kristopher Davis, Maurice Burton, Margaret Wickham, School Counselors	05/24/2024		

	reveal an increase in parental support by 10% by the end of the first quarter Monthly parent meeting agenda and sign in sheets will reveal that over 75% of parents participate in face-to-face meetings. A 5% Increase in the number of students that work on displays for parents weekly				