

Melrose High Annual Plan (2022 - 2023)

Last Modified at Nov 14, 2022 10:52 AM CST

**[G 1] Reading/Language Arts**

Melrose High School will increase ELA on-track and mastery proficiency rates for grades 9-12 from 9.9% in 2022 to 19.9% in 2023.

**\*\*Lever 2: Effective Instruction (Strategic Plan Alignment Academics)\*\***

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

**\*\*[G 4]\*\*** Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b>                      Provide daily access to a rigorous reading/language arts curriculum that will develop students’ deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>**Evidence**</b></p> <p>Standards Aligned Core Instruction</p> <p>What We Know and Where We Need to Go High Quality Curriculum and System Improvement</p> <p>&lt;<a href="https://standardswork.org/wp-content/uploads/201">https://standardswork.org/wp-content/uploads/201</a></p>	<p><b>[A 1.1.1] Improve student achievement and growth by supporting rich learning environments.</b>                      Melrose High will secure supplies, materials, equipment and resources to support academic growth and achievement in reading/language arts.</p> <p>Melrose High will use the resources to complete the following:</p> <p>Encourage a school-wide annotation guide to aid in the comprehension of the analysis of complex texts.</p> <p>Devise a plan to implement a more effective intervention course with a list of students for ACT</p>	<p>Tamekia Morrow, ELA Lead, Tia Wells-Stuckey, Content Admin Lead, and ELA Team</p>	<p>05/26/2022</p>		

<p>7/03/sw-curriculum-research-report-fnl.pdf&gt;</p> <p>Tier 1 Evidence</p> <p><b>Benchmark Indicator</b> **Implementations**</p> <p>Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District and school ILT Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Monthly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p> <p><b>**Effectiveness**</b></p> <p>The overall Mastery Connect OTM in ELA will increase from 9.3% in Spring 2022 to 19.3% or higher in Spring 2023 by increasing OTM rates by 3.4% or higher each MC assessment (Fall, Winter and Spring).</p> <p>Monthly district and school ILT Walkthrough data will show a 10% growth in implementation of the the District's Four Instructional Practices with fidelity.</p>	<p>Prep that is intentional (homogenous grouping) to address the specific needs of the students for growth.</p> <p>Implement the Foundational Skills course in its most effective capacity to improve literacy skills for struggling readers (far below grade level).</p> <p>Create templates and/or suggested activities for Research Based Writing that are applicable across content areas.</p> <p>Determine a common language and/or develop a tool kit for teaching researching skills for (all 9-12) ELA courses.</p>				
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<p>The number of teachers having Teach 1, Objective Driven Lesson, as an area of refinement will decrease by 10% quarterly.</p>					
	<p><b>[A 1.1.2] Data-Driven Instruction</b> Track Data more efficiently to enhance efforts in making informed decisions to drive instruction.</p> <p>During ELA departmental meetings, be more intentional in collecting and reviewing student data (Do Nows, Exit Tickets, CFAs, etc.).</p> <p>Collectively review student work samples in ELA departmental meetings to norm grading procedures/policies.</p> <p>Focus PLCs on unpacking ELA standards and creating grade-level appropriate questions and tasks within a DDI cycle focused around student work analysis.</p>	<p>Tia Wells-Stuckey, Content Admin Lead, Tamekia Morrow, ELA Lead, ELA Team</p>	<p>05/26/2023</p>		
	<p><b>[A 1.1.3] Lesson Planning</b> Increase the time in PLC meetings used for collaborative planning of lessons.</p> <p>Increase the time in PLC meetings used to collectively review student work samples to norm grading procedures/policies.</p> <p>Co-plan lessons with novice ELA teachers and model effective instructional practices at each grade level.</p> <p>If on a block schedule, plan lessons strategically to include mini- lessons to improve deficits in grammar, writing, research, and reading comprehension.</p>	<p>Tia Wells-Stuckey, Content Admin Lead, Tamekia Morrow, ELA Lead, ELA Team</p>	<p>05/15/2023</p>		
	<p><b>[A 1.1.4] High Quality Feedback</b> 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.</p>	<p>Dr. Hardaway, Principal, Shalanda Saulsberry, Vice Principal, Kristopher</p>	<p>05/15/2023</p>		

	Implement weekly lesson plan feedback using the school-wide lesson plan feedback form.	Davis, Assistant Principal, Marcus Jones, Assistant Principal, Dr. Gwanda Patterson, Instructional Facilitator, Tia Wells-Stuckey, Assistant Principal			
<p><b>[S 1.2] Professional Development</b> 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 of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p><b>**Evidence**</b></p> <p>Professional Development</p> <p>Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds</p> <p>[<a href="https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf">https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf</a>](<a href="https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf">https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf</a>)</p> <p>&lt;<a href="https://www.sciencedirect.com/science/article/pii/S0742051X17304225">https://www.sciencedirect.com/science/article/pii/S0742051X17304225</a>&gt;</p> <p>Tier 1 Evidence</p>	<p><b>[A 1.2.1] Attend local, state, and national conferences</b> 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 ELA goal. Attending staff will train ELA faculty, and best practices will be shared during collaborative planning, and PLC sessions weekly.</p> <p>Recommended conferences are listed as:</p> <p>National Writing Conference</p> <p>Unbound Ed Standards Institute (standards-based instruction summer conference)</p> <p>New Teacher Mentorship Training</p> <p>AP English Course Training for Teachers</p> <p>National Council of Teachers of English Annual Convention</p>	<p>Felicia Anthony, PLC Coach, Dr. Gwanda Patterson, Instructional Facilitator, Tia Wells-Stuckey, Content Admin Lead</p>	<p>06/30/2023</p>		

<p><b>Benchmark Indicator</b>  <b>**Implementations**</b></p> <p>Learning Walks/Informal classroom observation data recorded in District Walkthrough platform to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>By the end of September 2022, the ILT will have determined the school-based instructional focus and key improvement strategies for the 2022-2023 school year.</p> <p>ILT sessions are facilitated bi-weekly by the Principal and Vice Principal at 85% attendance to support content lead teachers, the PLC Coach, and the instructional facilitator with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new/novice teachers.</p> <p><b>**Effectiveness**</b></p> <p>By October 2022, 100% of teachers will be able to identify the instructional focus and will have received PD on the IF and key improvement strategies.</p> <p>80% of new/novice teacher attendance in monthly school-based PD sessions.</p> <p>The overall Mastery Connect OTM in ELA will increase from 9.3% in Spring 2022 to 19.3% or higher in Spring in 2023 by increasing OTM rates by 3.4% or higher each MC assessment (Fall 2022,</p>					
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<p>Winter 2022, Spring 2023).</p> <p>****</p>					
	<p><b>[A 1.2.2] Tiered Teacher Support</b>  Tiered and differentiated support provided to teachers by school-based and central office instructional teams.</p> <p>Additional partnership with district-level instructional support providers</p>	<p>Dr. Hardaway, Principal,  Shalanda Saulsberry, Vice Principal,  Felicia Anthony, PLC Coach, Dr. Gwanda Patterson, Instructional Facilitator</p>	<p>05/12/2023</p>		
	<p><b>[A 1.2.3] On-going Professional Development</b>  Develop school-wide common practices for improving reading skills that include making connections, visualizing, inferring, determining importance, and synthesizing.</p> <p>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</p>	<p>AP Tia Wells-Stuckey, Content Lead  Tamekia Morrow, ELA Team</p>	<p>11/12/2023</p>		
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>  Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>**Evidence**</b></p> <p>Targeted Intervention and Personalized Learning</p>	<p><b>[A 1.3.1] Implement extended learning tutoring program</b>  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.</p>	<p>Felicia Anthony, PLC Coach, Marcus Jones, Assistant Principal,  Shalanda Saulsberry, Vice Principal,  Tamekia Morrow, ELA Lead</p>	<p>05/12/2023</p>		

<p>Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools</p> <p>[<a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf">https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf</a>](<a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf">https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf</a>)</p> <p>Tier 1 Evidence</p> <p><b>Benchmark Indicator</b>  <b>**Implementations**</b></p> <p>Required quarterly RTI differentiated training PD sessions and sign in sheets</p> <p>Monthly progress monitoring data reports with a focus on deficit areas</p> <p>Monthly data team meetings agendas and sign in sheets</p> <p>Data Team Meeting agenda and sign-in</p> <p>Fidelity check notes/records</p> <p>Informal Walkthroughs</p> <p>Monthly review of grade reports for students enrolled in before, during and afterschool intervention</p> <p><b>**Effectiveness**</b></p> <p>85% of intervention plans will be updated and current by end of quarter one; 95% updated and current by quarter two, and 100% updated and current by quarter three.</p> <p>Melrose High School will be at 85% or higher on progress monitoring compliancy by the end of quarter one; 90% by the end of quarter two; 95%</p>					
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<p>by the end of quarter three, 100% by the end of quarter four.</p> <p>The number of Tier III students requiring benchmark assessing will decrease 10% by decreasing 5% from the fall 2022 to winter 2022 assessment period and an additional 5% from the winter to the spring 2023 assessment.</p>					
	<p><b>[A 1.3.2] Tier 2 and 3 Instruction</b> Intervention blocks embedded in the Master schedule to support tier 2 and tier 3 students to decrease skill deficits.</p>	<p>Dr. Derrick Hardaway, Principal, Shalanda Saulsberry, Vice Principal, Maurice Burton, Professional School Counselor</p>	<p>08/08/2022</p>		
	<p><b>[A 1.3.3] Differentiated Intervention</b> Individualized and differentiated support will be provided to at-risk students through tutoring, credit and course recovery, and online intervention programs.</p>	<p>All Melrose High School teachers and support staff</p>	<p>05/26/2023</p>		
	<p><b>[A 1.3.4] Teacher Support</b> 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.</p>	<p>Dr. Gwanda Patterson, RTI Lead, Opal Thomas, DEC Lead, Khaly Tiam, ESL Teacher</p>	<p>05/19/2023</p>		

**[G 2] Mathematics**

Melrose High School will improve on-track/mastery percentages for grades 9-12 from 1.6% in 2022 to 10.6% in 2023.

\*\* Lever 2: Effective Instruction (Strategic Plan Alignment Academics) \*\*

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



**\*\*[G 4]\*\***Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b>            Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>**Evidence**</b></p> <p>Standards Aligned Core Instruction</p> <p>What We Know and Where We Need to Go High Quality Curriculum and System Improvement</p> <p>&lt;<a href="https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf">https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf</a>&gt;</p> <p>Tier 1 Evidence</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementations**</b></p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p>	<p><b>[A 2.1.1] Improve student achievement and growth by supporting rich learning environments</b>            Melrose High School will secure supplies, materials, equipment and resources to support academic growth and achievement in mathematics.</p> <p>Melrose High will use the resources to complete the following:</p> <p>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.</p> <p>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.</p> <p>Implement the Math Lab course in its most effective capacity to improve basic math skills for struggling students (far below grade level).</p>	<p>Felicia Anthony, PLC Coach</p>	<p>04/21/2023</p>		

<p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District and school-level Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices at or above 80% per visit.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards.</p> <p><b>**Effectiveness**</b></p> <p>The overall Mastery Connect OTM in math will increase from 7.6% in Spring 2022 to 17.6% or higher in Spring 2023 by increasing OTM rates by 3.4% or higher each MC assessment (Fall, Winter and Spring).</p> <p>Monthly district and school ILT Walkthrough data will show a 10% growth in implementation of the the District's Four Instructional Practices with fidelity.</p> <p>The number of teachers having Teach 1, Objective Driven Lesson, as an area of refinement will decrease by 10% quarterly.</p>					
	<p><b>[A 2.1.2] Standards Based Instruction</b>          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</p>	<p>Felicia Anthony, PLC Coach</p>	<p>05/12/2023</p>		

	using the Eight Effective Mathematical Teaching Practices and the Four Instructional Practices.				
	<p><b>[A 2.1.3] Data-Driven Instruction</b>          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.</p> <p>Utilize PLCs to collaborate and select grade-level appropriate questions from test banks available through the district and MasteryConnect.</p>	Felicia Anthony, PLC Coach, Dr. Derrick Hardaway, Principal, Math Team	05/12/2023		
	<p><b>[A 2.1.4] Lesson Planning</b>          Utilize collaborative planning and practice sessions to improve high-quality lesson plans with focused learning walks using instructional practice guides to monitor the effective implementation of lesson plans according to content core actions.</p> <p>Utilize collaborative planning in order to create a common language that all teachers will use when teaching overarching math skills (i.e. solving equations, combining like terms, exponents and radicals, etc.) in order to target basic skills that need remediation. Also utilize the planning to create spiral questions from previously taught math class that teachers can implement in their Do Now's to remediate any learning loss.</p>	Felicia Anthony, PLC Coach, Math Team	05/12/2023		
<p><b>[S 2.2] Professional Development</b>          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.</p> <p><b>Benchmark Indicator</b>          **Implementations**</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing</p>	<p><b>[A 2.2.1] Attend local, state, and national conferences</b>          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.</p>	Felicia Anthony, PLC Coach, Math Team	06/30/2023		

<p>Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>By the end of September 2022, the ILT will have determined the school-based instructional focus and key improvement strategies for the 2022-2023 school year.</p> <p>ILT sessions are facilitated bi-weekly by the Principal and Vice-Principal at 85% attendance to support content lead teachers, PLC Coach, instructional facilitator and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new/novice teachers.</p> <p><b>**Effectiveness**</b></p> <p>By October 2022, 100% of teachers will be able to identify the instructional focus and will have received PD on the instructional focus and key improvement strategies.</p> <p>80% of new/novice teacher attendance in monthly school-based PD sessions.</p> <p>The overall Mastery Connect OTM in math will increase from 7.6% in Spring 2022 to 17.6% or higher in Spring in 2023 by increasing OTM rates by 3.4% or higher each MC assessment (Fall 2022, Winter 2022, Spring 2023).</p>	<p>Recommended/Suggested Conferences:</p> <p>NCTM Regional Conference (November 3, 2022)</p>				
	<p><b>[A 2.2.2] On-going Professional Development</b> Develop school-wide common practices for engaging in mathematical practices and aspects of</p>	<p>Felicia Anthony, PLC</p>	<p>05/12/2023</p>		

	<p>rigor according to grade level, academic standards.</p> <p>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</p>	Coach, Math Team			
	<p><b>[A 2.2.3] Data-Driven Instruction</b>          Focused PLCs on unpacking Algebra I,II, and Geometry standards and creating subject-level appropriate questions and tasks within a Data-Driven Instructional cycle (DDI) focused around student work analysis and common formative assessments.</p>	Felicia Anthony, PLC Coach, Dr. Derrick Hardaway, Principal, Math Team	05/12/2023		
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b>          Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>** Evidence**</b></p> <p>Targeted Intervention and Personalized Learning</p> <p>Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools</p> <p>[<a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf">https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf</a>](<a href="https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf">https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/REL_2017192.pdf</a>)</p> <p>Tier 1 Evidence</p> <p><b>** **</b></p> <p><b>Benchmark Indicator</b>  <b>**Implementations**</b></p>	<p><b>[A 2.3.1] Implement extended learning tutoring program</b>          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.</p>	Felicia Anthony, PLC Coach, Marcus Jones, Assistant Principal, Tamekia Morrow, ELA Chair	05/12/2023		

<p>Required quarterly RTI differentiated training PD sessions and sign in sheets</p> <p>Monthly progress monitoring data reports with a focus on deficit areas</p> <p>Monthly data team meetings agendas and sign in sheets</p> <p>Data Team Meeting agenda and sign-in</p> <p>Fidelity check notes/records</p> <p>Informal Walkthroughs</p> <p>Monthly review of grade reports for students enrolled in before, during and afterschool intervention.</p> <p><b>**Effectiveness**</b></p> <p>85% of intervention plans will be updated and current by end of quarter one; 95% updated and current by quarter two, and 100% updated and current by quarter three.</p> <p>Melrose High School will be at 85% or higher on progress monitoring compliancy by the end of quarter one; 90% by the end of quarter two; 95% by the end of quarter three, 100% by the end of quarter four.</p> <p>The number of Tier III students requiring benchmark assessing will decrease 10% by decreasing 5% from the fall 2022 to winter 2022 assessment period and an additional 5% from the winter to the spring 2023 assessment.</p>					
	<p><b>[A 2.3.2] Monthly RTI Data Meetings</b> Meet monthly with RTI committee and Interventionist for planning remediation and retention strategies for targeted intervention students.</p>	<p>Dr. Gwanda Patterson, Instructional Facilitator, Opal Thomas,</p>	<p>05/12/2023</p>		

		DEC Lead, Lakita Herring, RTI Advisor			
	<b>[A 2.3.3] Differentiated Intervention</b> Individualized and differentiated support will be provided to at-risk students through tutoring, credit and course recovery, and online intervention programs.	All Melrose High School teachers and support staff	11/02/2023		

**[G 3] College and Career Readiness**

Melrose High School will increase the percentage of ready graduates from 5.4% (2021\*) to 10% (2023\*).

\*accountability lag year

\*\*Lever 2: Effective Instruction (Strategic Plan Alignment Academics) \*\*

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

\*\*[G 4] \*\*Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

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**Performance Measure**

Performance effectiveness will be measure by the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<b>[S 3.1] ACT Preparation</b> Provide targeted content and test taking skills support to students in the 16-20 ACT composite	<b>[A 3.1.1] Improve student achievement and growth by supporting rich learning environments</b>	Felicia Anthony, PLC Coach	04/28/2023		

<p>cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p><b>**Evidence**</b></p> <p>ACT Preparation</p> <p>ACT/SAT Test Preparation and Coaching Programs: The Effects of Test Preparation Activities on ACT Assessment Scores [Experiment 2]</p> <p>&lt;<a href="https://ies.ed.gov/ncee/wwc/InterventionReport/664">https://ies.ed.gov/ncee/wwc/InterventionReport/664</a>&gt;</p> <p>Tier 1 Evidence</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementations**</b></p> <p>Quarterly review of student's report card data to monitor success rates in ACT supported courses.</p> <p>Quarterly** **attendance roster reviews of ACT workshops will demonstrate student exposure and opportunity for skill building for test mastery.</p> <p>Mock practice ACT during the Fall (grades 9-11).</p> <p>Quarterly ACT Prep training for ACT prep course teachers.</p> <p><b>**Effectiveness**</b></p> <p>100% of ACT prep teachers attend at least 1 ACT PD per semester.</p> <p>Quarterly review of report grade data will show a 5% increase in growth</p> <p>75% of juniors and seniors enrolled in ACT prep</p>	<p>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.</p>				
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<p>courses show a 2 point increase in their overall ACT composite score.</p>					
	<p><b>[A 3.1.2] On-going ACT Preparation</b>          Provide quarterly ACT prep sessions before all in-school ACT mandated test by Peer Power Success Coaches.</p> <p>Utilize purchased and district ACT Prep software and workbooks to assign ACT prep assignments to all seniors and juniors.</p>	<p>Dr. Derrick Hardaway, Principal, Maurice Burton, School Counselor, Marlon Ross, Peer Power Success Advisor, All Teachers</p>	<p>04/28/2023</p>		
	<p><b>[A 3.1.3] ACT Preparation</b>          Enroll students in a ACT prep course to develop the skills and knowledge necessary to score a composite score of 21 or higher on the ACT.</p>	<p>Dr. Derrick Hardaway, Principal, Maurice Burton, School Counselor</p>	<p>08/08/2022</p>		
<p><b>[S 3.2] Early Post-Secondary Opportunities</b>          Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p><b>**Evidence**</b></p> <p>Post-Secondary Opportunities</p> <p>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)</p> <p>&lt;<a href="https://eric.ed.gov/?id=ED498661">https://eric.ed.gov/?id=ED498661</a>&gt;</p> <p>&lt;<a href="https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf">https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf</a>&gt;</p>	<p><b>[A 3.2.1] Progressive Monitoring and Support</b>          Supports and interventions will be provided to students to ensure successful completion of post-secondary course work.</p>	<p>Shalanda Saulsberry, Vice Principal, Tamkeia Morrow, ELA Lead, Dr. Gwanda Patterson, Instructional Facilitator</p>	<p>04/28/2023</p>		

<p>Tier 1 Evidence</p> <p><b>Benchmark Indicator</b>  <b>**Implementations**</b></p> <p>Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.</p> <p>Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.</p> <p>Semester review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.</p> <p><b>**Effectiveness**</b></p> <p>The overall completion rate of students enrolled in 1 or more AP courses will increase from 5.3% in Spring 2022 to 15.3% or higher in Spring 2023.** **</p> <p>Melrose High School's overall Ready Graduate rate will increase from 5.4% in Spring 2022 to 15.4% or higher in Spring 2023.</p>					
	<p><b>[A 3.2.2] College Preparation</b>  Conduct college-going behavior activities quarterly:</p> <p>FAFSA Night College Fairs</p> <p>Conduct ACT Practice Tests for All Freshmen and Sophomores</p>	<p>Dr. Gwanda Patterson, Instructional Facilitator, Maurice Burton, School Counselor, Margaret Wickham, School Counselor</p>	<p>05/05/2023</p>		

	<p><b>[A 3.2.3] CTE Professional Development</b>  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.</p>	Dr. Gwanda Patterson, Instructional Facilitator, Randy Smith, CTE Advisor	11/16/2023		
<p><b>[S 3.3] Career Exploration and Work-Based Learning Opportunities</b>  Assist all students in grades 9 and 10 with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p><b>**Evidence**</b></p> <p>Career Exploration and Work-Based Learning Opportunities</p> <p>[<a href="https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf">https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf</a>](<a href="https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf">https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf</a>)</p> <p>Tier 1 Evidence</p> <p><b>Benchmark Indicator</b>  <b>**Implementations**</b></p> <p>Semester review of student career interest inventories to gauge and support high school course planning.</p> <p>Quarterly review of the Work Based Learning program to maintain professional partnerships and guarantee student availability while they are enrolled in high school</p> <p>Analyze semester transcripts for Pathways to support the program of study and maintain</p>	<p><b>[A 3.3.1] Analyze transcripts to ensure early placement.</b>  Analysis of transcripts to ensure that students are placed in CTE courses early.</p>	Maurice Burton, School Counselor, Margaret Wickham, School Counselor	08/08/2022		

<p>alignment of the pre-requisite skills for industry certification for students in grades 9-12 to ensure students are appropriately progressing through the program.</p> <p><b>**Effectiveness**</b></p> <p>The overall distribution rate of students attaining 1 Industrial Certificate and 2 EPSOs will increase from 0.5% in Spring 2022 to 1% in Spring 2023.</p>					
	<p><b>[A 3.3.2] Career &amp; College Exploration</b> Develop a college and career activity schedule to engage all Melrose High School students in monthly.</p>	<p>CCTE Teachers: Sandra Bratcher, Linda Toliver-Williams, Jasmine Williams, School Counselors: Maurice Burton, Margaret Wickham, Dr. Gwanda Patterson, Instructional Facilitator</p>	<p>10/07/2022</p>		
	<p><b>[A 3.3.3] CCTE Teacher Training-Working with SWD</b> 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 2022 and Spring of 2023. 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.</p>	<p>Dr. Gwanda Patterson, Opal Thomas, and the CCTE Team</p>	<p>11/16/2023</p>		
<p><b>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</b> ****Provide programs and initiatives designed to</p>	<p><b>[A 3.4.1] Host a Transition Family Night</b> Hosting a middle school night featuring the various</p>	<p>Dr. Derrick Hardaway, Principal,</p>	<p>04/28/2023</p>		

<p>prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p><b>**Evidence**</b></p> <p>Effective Transitions (Middle to High School to Post-Secondary)****</p> <p>The Forgotten Middle Ensuring that All Students Are on Target for College and Career Readiness Before High School</p> <p>&lt;<a href="https://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddleSummary.pdf">https://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddleSummary.pdf</a>&gt;</p> <p>Tier 1 Evidence</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementations**</b></p> <p>Review 4-year student academic and transition plans per semester to ensure course offerings and opportunities for educational placement are available for transitioning students</p> <p>Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for the next grade and implementation of accommodations, modifications and intervention.</p> <p><b>**Effectiveness**</b></p> <p>80% of grades 9-11 students will have reviewed and selected their 2023-2024 courses by the end of the 1st semester of 2022-20023 school year.</p> <p>Fidelility checks show a minimum of 80% of IEPs are completed each semestr.</p>	<p>programs of Art, Freshman Academy, Music, Band, and more.</p>	<p>School Counselors: Maurice Burton, Magaret Wickham, PLC Coach, Felicia Anthony</p>			
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	<p><b>[A 3.4.2] Student Transcript Evaluations</b> 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 immediately when students fall off track from their current courses.</p> <p>* 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.</p>	Maurice Burton, Margaret Wickham	06/30/2023		
	<p><b>[A 3.4.3] Parent Meetings</b> 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 event for 9th grade students and parents during the summer, when schools meet in person.</p>	Maurice Burton, Margaret Wickham, Kristopher Davis	04/28/2023		

**[G 4] Safe and Healthy Students**

Melrose High School will reduce the percentage of chronically absent students from 71.5% in 2021 to 51.5% in 2023.

\*\*Lever 4: 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 cognitive, physical, social, and emotional development for all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing tailored and strategic support.

\*\*[G 4] \*\*Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 65.63% in Spring 2022 to a minimum of 75% in 2023 on informal walkthroughs.

**Performance Measure**

Interventions and supports will be measured using the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Attendance and Behavior Interventions and Supports</b>  Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>**Evidence**</b></p> <p>Attendance and Behavior Interventions and Supports</p> <p>Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap  Eliminating Chronic Absenteeism</p> <p>[<a href="https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf">https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf</a>](<a href="https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf">https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf</a>)</p> <p>Tier 1 Evidence</p> <p><b>Benchmark Indicator</b>  <b>**Implementations**</b></p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting</p>	<p><b>[A 4.1.1] Behavior Supports</b>  Quarterly mandatory group sessions for students who are repeat offenders for In-School Suspension and Overnight Suspensions.</p>	<p>Behavior Specialists:  Derrick Bobo,  Otha Farris,  Assistant Principal,  Marcus Jones</p>	<p>05/19/2023</p>		

<p>period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monthly Attendance Team Meeting and sign-in sheets</p> <p><b>**Effectiveness**</b></p> <p>Chronically out of school rates will decrease from 71.5% in 2022 to 66.5% or below in 2023 by decreasing 1.25% or more per quarter.</p> <p>Incremental increase of 8% on 20 day reports for attendance rates leading to an overall attendance rate increase from 91.2% in 2022 to 93.0% or higher in 2023.</p> <p>Incremental decrease of 1.3% on 20 day reports for suspension rates leading to an overall suspension rate decrease from 29.3% in 2022 to 28.0% or lower in 2023.</p>					
	<p><b>[A 4.1.2] Social Emotional Learning</b>  Implement the district's SEL (Rethink Ed) platform weekly during homeroom to teach SEL lessons.</p> <p>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.</p>	Professional School Counselors: Maurice Burton, Magaret Wickham, All Melrose High Teachers	05/19/2023		
	<p><b>[A 4.1.3] Intervention Teams</b>  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.</p>	Otha Farris, Derrick Bobo, Kristopher Davis, Marcus Jones	05/16/2023		



<p><b>[S 4.2] Professional Development</b>  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.</p> <p><b>**Evidence**</b></p> <p>Professional Development</p> <p>Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds</p> <p>[<a href="https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf">https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf</a>](<a href="https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf">https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf</a>)</p> <p>&lt;<a href="https://www.sciencedirect.com/science/article/pii/S0742051X17304225">https://www.sciencedirect.com/science/article/pii/S0742051X17304225</a>&gt;</p> <p>Tier 1 Evidence</p> <p><b>Benchmark Indicator</b>  <b>**Implementations**</b></p> <p>Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Train and/or provide a refresher to school staff in August 2022 and January 2023 to identify, consistently monitor, and track at-risk students for chronic absenteeism.</p> <p>Quarterly Reports will be shared school-wide.</p>	<p><b>[A 4.2.1] School-Wide Discipline Plan</b>  Conduct PD on the school-wide discipline plan to all staff members. Create a Culture and Climate committee.</p>	<p>Dr. Derrick Hardaway, Principal,  Shalanda Saulsberry, Vice Principal</p>	<p>08/26/2022</p>		
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<p><b>**Effectiveness**</b></p> <p>Chronically out of school rates will decrease from 71.5% in 2022 to 66.5% or below in 2023 by decreasing 1.25% or more per quarter.</p> <p>Incremental increase of 8% on 20 day reports for attendance rates leading to an overall attendance rate increase from 91.2% in 2022 to 93.0% or higher in 2023.</p> <p>Incremental decrease of 1.3% on 20 day reports for suspension rates leading to an overall suspension rate decrease from 29.3% in 2022 to 28.0% or lower in 2023.</p>					
	<p><b>[A 4.2.2] Classroom Management</b>  Conduct classroom management PD for all teachers utilizing Teach Like A Champion text</p>	Principal, Dr. Derrick Hardaway, Vice Principal, Shalanda Saulsberry	11/30/2022		
	<p><b>[A 4.2.3] Attend local, state, and national conferences</b>  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.</p>	Dr. Derrick Hardaway, Principal, Felicia Anthony, PLC Coach	06/30/2023		
<p><b>[S 4.3] Parent, Family, and Community Engagement</b>  Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>**Evidence**</b></p>	<p><b>[A 4.3.1] Parent Meetings</b>  Host Annual Title 1 Parent Meetings twice a year. One in the Fall, the second one in the Spring.</p>	PLC Coach, Felicia Anthony, Instructional Facilitator, Gwanda Patterson	03/10/2023		

<p>Parent, Family, and Community Engagement</p> <p>Meaningful Local Engagement Under ESSA</p> <p>[<a href="https://dignityinschools.org/wp-content/uploads/2017/10/LEA-and-SL-Handbook_8.10.17.pdf">https://dignityinschools.org/wp-content/uploads/2017/10/LEA-and-SL-Handbook_8.10.17.pdf</a>](<a href="https://dignityinschools.org/wp-content/uploads/2017/10/LEA-and-SL-Handbook_8.10.17.pdf">https://dignityinschools.org/wp-content/uploads/2017/10/LEA-and-SL-Handbook_8.10.17.pdf</a>)</p> <p>Tier 1 Evidence</p> <p><b>Benchmark Indicator</b>  <b>**Implementations**</b></p> <p>Quarterly parent workshop agendas and sign-in</p> <p>Bi-weekly check-in parent check-in</p> <p>Bi-Weekly school attendance report</p> <p>SART meeting agendas and sign-in</p> <p>Student check-in meeting documentation</p> <p>Parent meeting documentation and sign-in</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p> <p><b>**Effectiveness**</b></p> <p>100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. 60% of parents scheduled will attend parent meeting upon first contact, 70% or greater will attend upon second contact/rescheduling, and 80% or greater will attend after third contact.</p> <p>Incremental increase of 8% on 20 day reports for</p>					
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attendance rates leading to an overall attendance rate increase from 91.2% in 2022 to 93.0% or higher in 2023.					
	<p><b>[A 4.3.2] Open House</b>  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</p>	PLC Coach, Felicia Anthony, Instructional Facilitator, Dr. Gwanda Patterson	11/18/2022		
	<p><b>[A 4.3.3] Family and Parent Engagment</b>  Host PTO drive to encourage parental involvement.</p>	Brittany Murphy, PTSA Committee Chair, Felicia Anthony, PLC Coach	09/30/2022		
	<p><b>[A 4.3.4] Community Awareness</b>  Implement quarterly school newsletter. Parents will receive updates on school activities and how they can receive support their child both academically and emotionally.</p>	Dr. Derrick Hardaway, Principal, Marquita Rice, Librarian	09/02/2022		