

Wooddale High Annual Plan (2024 - 2025)

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[G 1] Wooddale High School will increase ELA meeting and/or exceeding proficiency rates in English I from 7.5% in 2022-2023 to 13.2% in 2025 and in English II from 11.3% in 2022-2023 to 16.9% in 2025.

Effective Instruction | Best for All Strategic Plan alignment: Academics

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

District Turnaround Plan Goal

[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Support implementation of standards aligned curricula Rationale -----</p> <p>Supporting the implementation of a standards-aligned curriculum is crucial for ensuring that educational instruction is both cohesive and effective, directly aligning with established academic expectations. A standards-aligned curriculum provides a structured framework that outlines the essential knowledge and skills students need to acquire at each grade level, ensuring consistency and clarity across classrooms and schools. This alignment helps educators to deliver instruction that meets rigorous educational standards, facilitates comprehensive assessment of student progress, and supports targeted interventions when necessary.</p>	<p>[A 1.1.1] Access to Rigorous Curriculum Description -----</p> <p>Provide teachers with MyPerspective resources and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. MyPerspective and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Lesson Plan Checks * Formal and informal observations * Bi-Quarterly CFA Data * Student Work (Exit Ticket Data, Classwork, 	<p>Samatha Brooks</p>	<p>05/23/2025</p>	<p>SBB, Title 1</p>	

<p>Supporting Data -----</p> <p>The percentage of overall English students meeting and/or exceeding expectations increased by 8.1 percentage points. The percentage of ELA I students meeting and/or exceeding expectations increased by 7.4 percentage points. The percentage of ELA II students meeting and/or exceeding expectations increased by 8.8 percentage points.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Quarterly Formative Assessments * Quarterly TEM Observation Rubric * Weekly student work samples <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Quarterly formative Assessment data will show students' mastery of standards at 70% or higher. * Quarterly formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 	<p>Assessments) * DDI Analysis</p> <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following myPerspective and curriculum maps. * Formal and informal observations will show that 100% of teachers are on track with following myPerspective and curriculum maps. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Bi-Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
	<p>[A 1.1.2] Alignment of Classroom Observation and Feedback Description -----</p> <p>Utilize formal observations (TEM rubric) and the Districts Classroom Walkthrough Protocol and</p>	<p>Latonja Robinson (Principal), Trenesha Terry (Vice Principal), Yaruba Latiker</p>	<p>05/23/2025</p>	<p>SBB, Title 1</p>	

	<p>Debriefing/Norming Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Formal and informal Observation Completion Percentage * Documented Feedback to Teachers * Teacher Educator Support Plan * Norming Observation Sessions with Instructional Leadership Team * Weekly Lesson Plan Checks * Bi-Quarterly CFA Data * Student Work/Exit Ticket Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of announced and unannounced observation requirements will be met each semester. * Weekly lesson plan checks will show that 100% of ELA teachers and ESL co-teachers are on track with following myPerspective and curriculum maps. * Increase in teacher observation scores * Weekly formal and informal observations will show that 100% of teachers are on track with following myPerspective and curriculum maps. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 	<p>(Assistant Principal), Beverly Griffin (Dean of Students), William Kinard III (PLC Coach), Samantha Brooks (Literacy Coach), Cierra Shelton (Optional Schools Coordinator)</p>			
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	<p>[A 1.1.3] Formative Assessments for Students</p> <p>Description -----</p> <p>Utilize the school-based formative assessments (via Progress Learning platform) bi-quarterly to support teachers in determining student mastery, instructional effectiveness, planning differentiated instruction and identifying standards mastered and not mastered for re-teaching opportunities.</p> <p>Implementation -----</p> <p>* Bi-Quarterly Formative Assessment Data (ELA) * EOC (End-of-Course) Assessment Scores</p> <p>Effectiveness -----</p> <p>* Bi-quarterly common assessment data showing at least 85% of students' mastery of standards at 70% or higher. * End-of-course assessment scores will show at least 20% of students reaching OT/Mastery.</p>	<p>Latonja Robinson (Principal), Trenesha Terry (Vice Principal), William Kinard III (PLC Coach), Samantha Brooks (Instructional Facilitator)</p>	<p>05/23/2025</p>	<p>Title 1</p>	
	<p>[A 1.1.4] Learning Gap Equity Resources</p> <p>Description -----</p> <p>Provide students access to after-school, Saturday-school tutoring, and Reading Bootcamp opportunities specifically aligned to identified gaps to address areas of need.</p> <p>Implementation -----</p>	<p>Samatha Brooks (Instructional Facilitator)</p>	<p>05/23/2025</p>	<p>TAG4.0 [\$3000.00]</p>	

	<ul style="list-style-type: none"> * Bi-Quarterly Formative Assessment Data * Weekly Student Work Samples and Exit Tickets * After-school tutoring participation * Progress Reports * Report Cards * Educational Assistant <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly formative assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * At least 30% of our student population will take part in after-school tutoring at some point throughout the year. * Student's progress reports and report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. * 10% increase in the percentage of students scoring on track and mastery on the exit tickets. * 10% increase in the number of students scoring on track and mastery on formative assessments. <p>**Reading Bootcamp (5 days, 5 hours per day for 4 teachers at \$30 per hour = \$3,000**</p>				
	<p>[A 1.1.5] Hire an Educational Assistant Description -----</p> <p>One educational assistant will be hired to push into the ELA/English II (10th grade) classroom to support standards aligned instruction.</p>	<p>Samantha Brooks, Literacy Coach</p>	<p>05/23/2025</p>	<p>TAG 4.0 [\$32095.18]</p>	

	<p>Implementation -----</p> <p>Weekly analysis of student work samples and exit tickets</p> <p>Quarterly Student Formative Assessment Data</p> <p>Effectiveness -----</p> <p>10% increase in the percentage of students scoring on track and mastery on the daily exit tickets.</p> <p>10% increase in the number of students scoring on track and mastery on the school-wide formative assessments.</p> <p>**Total = 32095.18**</p>				
	<p>[A 1.1.6] Provide Supplemental Resources to Support Instruction</p> <p>Description -----</p> <p>*Provide supplement resources such as workbooks, technology (interactive boards, laptops, desktops, printers, etc.), ink, classroom supplies, calculators, etc.*</p> <p>Implementation -----</p> <p>* *Bi-quarterly common formative assessments*</p> <p>* *Weekly informal observations tool and rubric*</p>	<p>William Kinard III (PLC Coach), Shawnee McFarland (Librarian)</p>	<p>05/30/2025</p>	<p>SSIG 2</p>	

	<p>Effectiveness -----</p> <p>* *Bi-quarterly common formative assessment data showing at least 85% of students mastery of standards at 70% or higher.*</p> <p>* *Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or higher.*</p> <p>Student Laptops for (180 @ \$697.84/ea.), laptop deployment fee (140 @ \$14/ea.), laptop carts (7 @ \$688.85/ea.), laptop cart deployment (7 @ \$24.50/ea.) for a total of \$133124.65</p> <p>Teacher Laptops (42 @ \$750/ea), laptop deployment fee (42 @ \$14/ea/), for a total of \$32088.00</p> <p>Promethean ActivePanel 9 (4 @ \$2095.00/ea.) for a total of \$8380.00</p>				
	<p>[A 1.1.7] Retention Performance Bonus Description -----</p> <p>*CSI school ELA staff will be provided with retention bonus based on TEM rubric formal evaluations and attendance rate.*</p> <p>Implementation -----</p> <p>Weekly Lesson Plans</p> <p>Daily Exit Tickets</p>	<p>Latonja Robinson (Principal)</p>	<p>06/30/2025</p>	<p>SSIG2</p>	

	<p>Effectiveness -----</p> <p>Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p>				
<p>[S 1.2] Professional Development Rationale -----</p> <p>Professional development aimed at increasing ELA achievement is crucial for equipping educators with the latest pedagogical strategies, tools, and knowledge to effectively teach mathematics. Professional development help teachers stay abreast of current best practices and research-based methods for math instruction, including differentiated teaching techniques, formative assessment strategies, and innovative problem-solving approaches. By enhancing their skills and understanding, teachers can better address diverse student needs, implement effective interventions, and foster a deeper understanding of mathematical concepts, which leads to improved student engagement, motivation, and performance in ELA.</p> <p>Supporting Data -----</p> <p>The percentage of overall English students meeting and/or exceeding expectations increased by 8.1 percentage points. The percentage of ELA I students meeting and/or exceeding expectations increased by 7.4 percentage points. The percentage of ELA II students meeting and/or exceeding expectations increased by 8.8 percentage points.</p>	<p>[A 1.2.1] Weekly PLC Meetings by Content Area Description -----</p> <p>Utilize school-based instructional support to lead teachers in professional learning opportunities through collaboratively looking at student data, sharing/modeling best instructional practices, building assessment literacy around the standards and analyzing student work.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Tracking submission of meeting agendas and minutes on a weekly basis * Tracking meeting attendance on a weekly basis * Tracking submission of student work analysis protocol sheets on a bi-weekly basis * Tracking submission of assessment analysis protocol sheets on a bi-monthly basis <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following 	<p>Samatha Brooks (Instructional Facilitator), William Kinard III (PLC Coach)</p>	<p>05/23/2025</p>		

<p>* Quarterly analysis of student work sample data showing students' mastery of standards at 70% or higher.</p> <p>* Weekly lesson plan checks will show that 100% of teachers are on track with following curriculum maps, which will result in a LOE score of 3 or higher.</p>					
	<p>[A 1.2.2] Weekly Co-Planning Meetings</p> <p>Description</p> <p>-----</p> <p>On a weekly basis, ELA and ESL teachers will meet to co-plan instruction to co-teach lessons. During this time, teachers will deepen their knowledge and understanding of the collaborative planning process, specifically how to ensure all students needs are being effectively planned for and taught, as well as how to scaffold instruction for ELs so they are able to access and experience success with grade level standards, texts and content. Co-teachers will also share best practices, learn how to share ownership, accountability and responsibility to meet all diverse learners' needs in the classroom, and learn how to select their roles during the lessons each week, and how to decide which co-teaching models they will employ.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Weekly Co-planning coaching and support * Weekly meeting agenda * Weekly Lesson Plan Feedback * Weekly review of Student Work Data <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with planning grade-level, 	<p>Samantha Brooks (Instructional Facilitator), William Kinard III (PLC Coach)</p>	<p>05/23/2025</p>		

	<p>standards-aligned lessons.</p> <ul style="list-style-type: none"> * Formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
	<p>[A 1.2.3] AVID Summer Institute Description -----</p> <p>Teachers will participate in the AVID Summer Institute to learn about strategies for implementation in the content areas of ELA and Math.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly lesson plans * Bi-weekly student work samples * Bi-weekly common assessment data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Bi-weekly review of student work samples will show students' mastery of standards at 80% or higher. * Biweekly common assessment data showing student mastery at 70% or higher 	<p>William Kinard III (PLC Coach), Samantha Brooks (Instructional Facilitator), Latonja Robinson (Principal)</p>	<p>05/23/2025</p>	<p>SSIG 1 [\$10200.00]</p>	

	<p>3 members of the Instructional Leadership Team will attend AVID Summer 2025 (June 16-18, 2025 Dallas, TX) at a cost of \$3400 per person which includes registration, travel, lodging, and meals = total cost of \$10,200</p>				
	<p>[A 1.2.4] Admin Summer Professional Development to Support Teachers Description -----</p> <p>ILT at Wooddale High will participate in professional development opportunities to enhance instructional support, increase leadership capacity, and professional development to norm around coaching and DDI practices.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Instructional Walkthrough Tool * Weekly lesson plans * Model Schools Conference * Innovative School Summit <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly walkthrough tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin. * Weekly lesson plans will reflect at least 90% of teachers implementing 100% of the strategies learned. <p>Summer PD for admin team (5 people for 5 days, 6 hours per day at 25.84 per hour = \$4,326.40) June 9-13, 2025</p> <p>(Assistant Principal, Instructional Facilitator, Literacy</p>	<p>Latonja Robinson (Principal), William Kinard III (PLC Coach)</p>	<p>06/30/2025</p>	<p>TAG 4.0 [\$13514.10]</p>	

	<p>Coach, PLC Coach, Optional Schools Coordinator)</p> <p>Summer PD for admin Resources (610 copies of Driven by</p> <p>Data 2.0 at 38.00 each, 610 copies of Leverage Leadership 2.0 at 38.95 per copy, 10 copies of Getting Better Faster at \$39.00 per copy, 2 packs of pens at 14.99 each, 12 packs of index cards at 5.99 each, 1 pack of easel pads at</p> <p>108.42 each, 4 packs of flip chart markers at 4.48 each = 888.44 \$1387.70)</p> <p>Total = \$7,400.12 = \$5714.10</p> <p>3 members of the Instructional Leadership Team will attend The Model Schools Conference on June 21 – 25, 2005 (Washington, DC) with cost of \$2600 a person, which includes registration, travel, lodging, and meals = total cost of \$7,800.</p>				
	<p>[A 1.2.5] Teacher Professional Development Description -----</p> <p>Professional development will be used to strengthen the knowledge and teaching practices of educators to effectively provide instruction to students. Teacher professional development helps to equip educators with the skills, knowledge, and strategies required to meet the evolving demands of student learning. By providing ongoing training, teachers can refine their instructional techniques, stay updated with current educational practices, and better address diverse student needs, ultimately leading to improved student</p>	<p>Treneshia Terry (Vice Principal), William Kinard III (PLC Coach), Samantha Brooks (Instructional Facilitator), Latonja Robinson (Principal)</p>	<p>05/23/2025</p>	<p>TAG4.0 [\$9000.00] SSIG2</p>	

performances and outcomes.

Implementation

- * Weekly instructional walkthrough tool
- * Weekly lesson plans
- * Meetings planned and facilitated by Vice Principal.
- * Systems created and implemented by Vice Principal
- * Staff compliance around workplace expectations
- * The Center For Literacy and Learning Training

Effectiveness

- * Weekly instructional walkthrough tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin.
- * Weekly lesson plans checks will reflect at least 90% of teachers implementing 100% of the strategies learned.
- * Insight survey feedback measuring satisfaction with support from leadership.
- * Formal and informal observation data to measure teachers across all indicators on the TEM rubric at a Level 3 or better.
- * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.

Instructional Facilitator and 2 ELA teachers will attend The Center for Literacy and Learning Conference in New Orleans (February 12-14, 2025) at a cost of \$3000 a person, which includes registration, travel, lodging, and meals = total cost of \$9,000.

	<p>Stipends for 4 ELA teachers attending 3 Saturday writing workshops for 6 hours each day at a rate of \$25.84/hr for a total of \$1860.48.</p> <p>Stipends for 4 ELA teachers and 1 content lead to grade student writing samples on 3 Saturdays for 4 hours each day at a rate of \$25.84/hr for a total of \$1550.40.</p>				
	<p>[A 1.2.6] DDI Data Dig Description -----</p> <p>Analyzing student data is essential for making informed instructional decisions that effectively accelerate learning. By closely examining data on student performance, we can identify trends, pinpoint areas of strength and weakness, and tailor their instruction to meet the diverse needs of their students. This targeted approach allows for the implementation of timely interventions and differentiated strategies, ensuring that all students receive the support they need to progress. Moreover, data-driven decision-making fosters a more responsive and adaptive learning environment, which is crucial for closing achievement gaps and promoting equitable outcomes.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly lesson plans * Daily Exit Tickets * Quarterly formative assessments * Three DDI (data dig) days after formative assessments 	William Kinard III (PLC Coach)	05/23/2025	SSIG [\$3277.00]	

	<p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher on assignments. * 100% of teachers will participate in DDI (data dig) days and analyze study work and assessments. * 100% of teachers will incorporate re-teaching content/materials in lesson plans based on the analysis of student work and assessment results. <p>Professional development supplies such as chart paper, notebooks, pencils, pens, booklets, chart markers (\$427)</p> <p>Substitute teacher pay for 5 subs (full day), 3 days, \$190 per day = \$2850.00</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning Rationale -----</p> <p>Analyzing student data is crucial for informing instructional decisions because it provides actionable insights into each student's learning progress, strengths, and areas needing improvement. Teachers can tailor their instructional strategies to better meet the individual needs of their students. This data-driven approach allows teachers to identify patterns and trends, adjust lesson plans in real time, and implement targeted interventions that address specific learning gaps.</p>	<p>[A 1.3.1] Continuation of ELA and ESL Co-Teaching Partnership Description -----</p> <p>EOC Content teachers, in partnership with the SPED Inclusion teachers and ESL teachers will initiate a co-teaching model that will potentially increase options for flexible grouping of students, and increase performance and growth on TCAP and ACCESS external assessments.</p> <p>Through the co-teaching model, teachers will co-plan to plan and provide additional scaffolds and supports for Tier 2 and Tier 3 students identified</p>	<p>William Kinard III (PLC Coach); Samantha Brooks (Instructional Facilitator)</p>	<p>05/23/2025</p>		

<p>Supporting Data -----</p> <p>The percentage of overall English students meeting and/or exceeding expectations increased by 8.1 percentage points. The percentage of ELA I students meeting and/or exceeding expectations increased by 7.4 percentage points. The percentage of ELA II students meeting and/or exceeding expectations increased by 8.8 percentage points.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data * Weekly analysis of student work samples * Mid-quarter progress reports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly analysis of student work samples' data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 	<p>with special needs and ELs. They will collaborate to ensure there is rigorous standards-aligned instruction at the grade level for full access and opportunity, and make sure that the WIDA ESL Standards are included with the ELA standards while planning and teaching.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-Quarterly Assessment Data * Weekly Co-Planning Time * Weekly Student Work Data Analysis * Mid-Quarter Progress Reports * Quarter Report Cards * Annual ACCESS Data * Annual TCAP Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly analysis of student work samples' data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 				
	<p>[A 1.3.2] RTI Intervention for Struggling Students Description -----</p>	<p>Youraba Latiker (Asst. Principal); Samantha</p>	<p>05/23/2025</p>		

	<p>The district's RTI program is technology based and will be used throughout the year for supporting students in need of Tier 2 and Tier 3 intervention. Tier 2 and Tier 3 students will be identified by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then bench-marked, after-which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is monitored every two weeks. Interventions provided for students are adjusted according to student mastery.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Meeting agendas/minutes * Online Intervention Time Logs * Progress Monitoring Percentages * Bi-Quarterly Common Assessments * Progress Reports * Report Card Grades <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 80% RTI team member attendance at monthly data team meetings. * 80% completion of bi-weekly progress monitoring. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Student's progress reports and report cards showing mastery of standards at 70% or higher for tier 2 and tier 3 students. 	Brooks (Instructional Facilitator)			
	<p>[A 1.3.3] TNPulse for EL Students Description -----</p>	William Kinard III (PLC Coach)	05/23/2025		

	<p>On a monthly basis, utilize the District's new TNPulse Platform, and in some cases, ELLevation, which houses records and academic performance data for ELs.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly TNPulse Database updates * Bi-Quarterly Assessments * Annual ACCESS Assessment * Mid-Quarter ILP Updates * Semi-annually present ESL Data to Faculty Effectiveness <p>-----</p> <ul style="list-style-type: none"> * 100% of students' data will be updated in the database * ELs taking the annual ACCESS assessment will increase scores from 0% to 30%. 				
	<p>[A 1.3.4] Targeted Intervention and Tutoring Description -----</p> <p>*Provide additional support to students who are struggling to meet academic standards or who need extra help to reach their full potential. **** ****Providing targeted intervention and tutoring allows the school to support and address the specific learning gaps of students. It also allows tailored support and instruction to ensure that struggling students receive the attention they need to catch up, improve their academic performance, and reach their full potential.*</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Data-driven Instruction (daily) 	<p>Samantha Brooks (Instructional Facilitator), Beverly Griffin (Dean of Students), William Kinard III (PLC Coach)</p>	<p>05/23/2025</p>	<p>SSIG 2</p>	

	<ul style="list-style-type: none"> * Establishing clear goals (daily) * Differentiated Instruction (daily) * Monitoring student progress on assessments (bi-weekly) * Monthly Professional Development * Weekly reminders to students and parents about the tutoring opportunities <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Review of daily exit ticket data and biweekly student work samples will show 90% of students scoring 80% or better. * Post- assessment data will show an increase of 50% mastery from the pre-assessment. * Weekly progress monitoring * Daily student feedback * Weekly teacher observations <p>Stipends for 3 teachers to tutor students on Saturdays once a month (7 Saturdays November 2024 – May 2025) for 4 hours each day at a rate of \$25.84/hr for a total of \$2170.56.</p>				
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[G 2] Wooddale High School will increase Math meeting and/or exceeding proficiency rates in Algebra I from 2.4% (2022 - 2023) to 8.5% (2024 - 2025), Algebra II from 0.0% (2022 - 2023) to 6.3% (2024 - 2025), and Geometry from 2.4% (2022 -2023) to 8.5% in (2025).

Effective Instruction | Best for All Strategic Plan alignment: Academics

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

District Turnaround Plan Goal

[G 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Support implementation of standards aligned curricula Rationale -----</p> <p>Providing standards-aligned core instruction is fundamental for ensuring that all students receive a high-quality education that meets established academic benchmarks. Standards-aligned instruction guarantees that teaching is focused on the essential skills and knowledge that students need to succeed, as defined by state standards. Alignment ensures consistency across classrooms and grade levels, allowing for a clear and coherent progression of learning objectives., which also helps in identifying and addressing gaps in students' understanding. Standards-aligned core instruction also supports equitable learning opportunities for all students, promotes academic excellence, and provides a solid foundation for lifelong learning.</p> <p>Supporting Data -----</p> <p>The percentage of Algebra I students meeting and/or exceeding expectations increased by 1.3 percentage points. The percentage of Geometry students meeting and/or exceeding expectations increased by 4.7 percentage points.</p> <p>Benchmark Indicator Implementation -----</p>	<p>[A 2.1.1] Access to Rigorous Curriculum Description -----</p> <p>Provide teachers with SAVVAS, BigIdeas, and TNReveal resources, and curriculum maps that outline modules for essential knowledge as well as skills and tasks aligned to TN State Standards. SAVVAS, BigIdeas, TNReveal and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Lesson Plan Checks * Instructional Focus Document * Formal and informal observations * Bi-Quarterly formative assessment data * Student Work (Exit Ticket Data, Classwork, Assessments) * DDI Analysis <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following SAVVAS, BigIdeas, TNReveal and curriculum maps. * Formal and informal observations will show that 100% of teachers are on track with following SAVVAS, BigIdeas, TNReveal and curriculum 	William Kinard (PLC Coach)	05/23/2025		

<ul style="list-style-type: none"> * Quarterly Formative Assessments * Quarterly TEM Observation Rubric * Weekly student work samples <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Quarterly formative Assessment data will show students' mastery of standards at 70% or higher. * Quarterly formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 	<p>maps.</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Bi-Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
	<p>[A 2.1.2] Resource Alignment Description -----</p> <p>Provide teachers with daily access to manipulatives, text, and resources including graphing calculators (School Specialty) and Lu Interactive Playground for Tier 1 instruction aligned to the TN Academic Standards.</p> <p>In addition, the following are also examples of resources teachers have access to on a daily basis:</p> <ul style="list-style-type: none"> * Professional Learning Community Guides (PLC Guides) * Instructional Focus Document * TNReady Blueprints * Curriculum maps and toolkits * Pacing guides * Classroom protocols and instructional technology. * Graphing Calculators 	<p>William Kinard III (PLC Coach)</p>	<p>05/23/2025</p>	<p>TAG 4.0 [\$26486.16]</p>	

	<p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly PLC Meetings/ Collaborative Planning Sessions * Weekly Lesson Plan Checks Protocol * Formal and informal observations * Bi-Quarterly formative assessment data * Weekly Student Work/Exit Ticket Data * Mid-quarter Progress Reports * Quarter Report Cards <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly Math PLC meetings and collaborative planning sessions will focus on assisting teachers in navigating and utilizing District resources to incorporate instructional technology and create standards-aligned lessons. * Weekly lesson plan checks will show that 100% of teachers are on track with following prescriptions/curriculum maps and that District resources are being utilized to incorporate technology and create standards-aligned lessons which will result in a LOE score of 3 or higher. * Weekly formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps and that District resources are being utilized to incorporate instructional technology and create standards-aligned lessons. * Bi-quarterly formative assessment data showing students' mastery of standards at 70% or higher. * Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. * Mid-quarter progress reports and report cards showing all passing grades at 70% or higher for tier 				
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	<p>2 and tier 3 students.</p> <p>200 TI-84 CE calculators @ \$120.39 each (total = \$24,078); 24 calculator docking stations at 100.24 each (total = \$2,408.16)</p> <p>Total = \$26,486.16</p>				
	<p>[A 2.1.3] Formative Assessments for Students & Learning Gap Resources</p> <p>Description -----</p> <p>Utilize the school-based formative assessments (via Progress Learning platform) bi-quarterly to support teachers in determining student mastery, instructional effectiveness, planning differentiated instruction and identifying standards mastered and not mastered for re-teaching opportunities. Provide students access to after-school and Saturday-school tutoring opportunities specifically aligned to identified gaps to address areas of need.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-Quarterly Formative Assessment Data (Math) * EOC (End-of-Course) Assessment Scores * After-school tutoring participation * Student Work/Exit Ticket Data * Progress Reports * Report Cards <p>Effectiveness -----</p> <p>* Bi-quarterly common assessment data showing at</p>	<p>William Kinard III (PLC Coach); Treneshia Terry (Vice Principal); Latonja Robinson (Principal)</p>	<p>05/23/2025</p>	<p>Title 1 [\$18000.00]</p>	

	<p>least 85% of students' mastery of standards at 70% or higher.</p> <ul style="list-style-type: none"> * End-of-course assessment scores will show at least 20% of students reaching OT/Mastery. * At least 30% of our student population will take part in after-school tutoring at some point throughout the year. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Student's progress reports and report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 				
	<p>[A 2.1.4] Co-planning and Co-teaching Opportunities for Math Content Teachers and SPED Teachers</p> <p>Description -----</p> <p>Math co-teachers and the Special Education Math co-teacher will have common co-planning time to develop co-teaching instructional model to support EL students, students with disabilities and Tier 2-3 students.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly meeting agendas/minutes * Weekly Student work analysis protocol sheets * Bi-quarterly Assessment analysis protocol sheets * Presence of effective co-teaching models during all assigned class periods <p>Effectiveness -----</p>	<p>William Kinard III (PLC Coach)</p>	<p>05/23/2025</p>		

	<p>* Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students.</p> <p>* Weekly Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students.</p>				
	<p>[A 2.1.5] Individualized Coaching Support Description -----</p> <p>The *See it, Name it, Do it *protocol will be used bi-weekly during individual Math coaching sessions in order to move all teachers to a LOE 3** **or better.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Formal and informal observations * Weekly individualized PLC Meeting support * Bi-Quarterly CFA Data analysis * Teacher Needs Assessment and Survey * Weekly Student Work/Exit Ticket Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. * Weekly formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. * Weekly submitted educator's plan will show that teachers are implementing literacy-based activities and cooperative strategies to strengthen students achievement. 	<p>William Kinard III</p>	<p>05/23/2025</p>		

	<p>[A 2.1.6] Provide Supplemental Resources to Support Instruction</p> <p>Description -----</p> <p>*Provide supplement resources such as workbooks, technology (interactive boards, laptops, desktops, printers, etc.), ink, classroom supplies, calculators, etc.*</p> <p>Implementation -----</p> <p>* *Bi-quarterly common formative assessments* * *Weekly informal observations tool and rubric*</p> <p>Effectiveness -----</p> <p>* *Bi-quarterly common formative assessment data showing at least 85% of students mastery of standards at 70% or higher.* * *Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or higher.* **</p> <p>Student Laptops for (180 @ \$697.84/ea.), laptop deployment fee (140 @ \$14/ea.), laptop carts (7 @ \$688.85/ea.), laptop cart deployment (7 @ \$24.50/ea.) for a total of \$133124.65</p> <p>Teacher Laptops (42 @ \$750/ea), laptop deployment fee (42 @ \$14/ea/), for a total of \$32088.00</p>	<p>William Kinard III (PLC Coach), Shawnee McFarland (Librarian)</p>	<p>05/30/2025</p>	<p>SSIG 2</p>	
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	Promethean ActivePanel 9 (4 @ \$2095.00/ea.) for a total of \$8380.00				
	<p>[A 2.1.7] Retention Performance Bonus Description -----</p> <p>*CSI school Math staff will be provided with retention bonus based on TEM rubric formal evaluations and attendance rate.*</p> <p>Implementation -----</p> <p>Weekly Lesson Plans</p> <p>Daily Exit Tickets</p> <p>Effectiveness -----</p> <p>Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p>	Latonja Robinson (Principal)	06/30/2025	SSIG	
<p>[S 2.2] Professional Development Rationale -----</p> <p>Professional development aimed at increasing math achievement is crucial for equipping educators with the latest pedagogical strategies, tools, and knowledge to effectively teach mathematics. Professional development help teachers stay abreast of current best practices and research-based methods for math instruction, including differentiated teaching techniques, formative assessment strategies, and innovative</p>	<p>[A 2.2.1] Weekly PLC by Content Area Description -----</p> <p>Utilize school-based instructional support to lead teachers in professional learning opportunities through collaboratively looking at student data, sharing/modeling best instructional practices, building assessment literacy around the standards and analyzing student work.</p>	William Kinard III (PLC Coach)	05/23/2025		

<p>problem-solving approaches. By enhancing their skills and understanding, teachers can better address diverse student needs, implement effective interventions, and foster a deeper understanding of mathematical concepts, which leads to improved student engagement, motivation, and performance in math.</p> <p>Supporting Data -----</p> <p>The percentage of Algebra I students meeting and/or exceeding expectations increased by 1.3 percentage points. The percentage of Geometry students meeting and/or exceeding expectations increased by 4.7 percentage points.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Monthly Professional Development agenda and minutes * Weekly PLC agenda and minutes * Weekly lesson plans * Bi-quarterly common formative assessment data analysis * Weekly informal observations with feedback * Announced and Unannounced Formal observations (according to teacher's LOE) * Quarterly analysis of student work samples * Attend NCTM Spring 2025 Conference * Three DDI data analysis days 	<p>Implementation -----</p> <ul style="list-style-type: none"> * Tracking submission of meeting agendas and minutes on a weekly basis * Tracking meeting attendance on a weekly basis * Tracking submission of student work analysis protocol sheets on a bi-weekly basis * Tracking submission of assessment analysis protocol sheets on a bi-monthly basis <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following SAVVAS, BigIdeas, TNReveal, and curriculum maps and that district resources are being utilized to incorporate technology, literacy-based activities and create standards-aligned lessons. * Formal and informal observations will show that 100% of teachers are on track with following SAVVAS, BigIdeas, TNReveal, curriculum maps and that district resources are being utilized to incorporate technology, literacy-based activities and create standards-aligned lessons. * Formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Student work samples showing students' mastery of standards at 70% or higher. 				
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<p>Effectiveness -----</p> <ul style="list-style-type: none"> * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Weekly lesson plan checks will show that 100% of teachers are on track with following curriculum maps, which will result in a LOE score of 3 or higher. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Weekly informal observations will show that 100% of teachers are on track with following SAVVAS, BigIdeas, TNReveal and curriculum maps. * Quarterly formal observations will show that 100% of teachers are on track with following SAVVAS, BigIdeas, TNReveal and curriculum maps. * Quarterly analysis of student work sample data showing students' mastery of standards at 70% or higher. 					
	<p>[A 2.2.2] Differentiated Professional Learning Description -----</p> <p>Differentiated professional learning to teachers to acknowledge the diverse needs, experience levels, and teaching styles within the faculty. There is a need to provide teachers with support and development tailored to their unique learning needs, personalized goals, challenges, and strengths.</p> <p>Implementation -----</p>	<p>William Kinard III (PLC Coach)</p>	<p>06/30/2025</p>	<p>SSIG2</p>	

- * Weekly instructional walkthrough tool
- * Weekly lesson plans
- * Informal and Formal Observations (weekly)
- * Lesson Plan Feedback (weekly)
- * Student Assessment Data (Bi-weekly)
- * Quarterly Personalized Learning Support Plan

Effectiveness

- * Weekly instructional walkthrough tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin.
- * Weekly lesson plans checks will reflect at least 90% of teachers implementing 100% of the strategies learned.
- * Weekly lesson plan checks will show that 100% of teachers are on track with planning grade-level, standards-aligned lessons.
- * Weekly Formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better.
- * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.
- * Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.

Achievement Network will provide data-driven instructional practices, professional learning, assessment support, and instructional resources to support 9-12 teachers (December 2024 – April 2025) for a total cost of \$29,000. (-10 coaching interactions, 4 interim assessments Math/ELA,

	<p>myANet quiz tool)</p> <p>iMPACT Teacher Training and Leadership Development will provide 3 on-site coaching sessions to new teachers (December 2024 – March 2025) for a total cost of \$12,500.</p> <p>Content Lead and 2 teachers will attend ISTE Live25 in San Antonio, TX (June 29 - July 2, 2025) at a cost of \$2845.00 per person, which includes registration, travel, lodging, and meals for a total cost of \$8535.00.</p>				
	<p>[A 2.2.3] Weekly Co-Planning Meetings with Content Teachers and ESL Teachers</p> <p>Description</p> <p>-----</p> <p>On a weekly basis, Math and ESL teachers will meet to co-plan instruction to co-teach lessons. During this time, teachers will deepen their knowledge and understanding of the collaborative planning process, specifically how to ensure all students needs are being effectively planned for and taught, as well as how to scaffold instruction for ELs so they are able to access and experience success with grade level standards, texts and content. Co-teachers will also share best practices, learn how to share ownership, accountability and responsibility to meet all diverse learners' needs in the classroom, and learn how to select their roles during the lessons each week, and how to decide which co-teaching models they will employ.</p> <p>Implementation</p> <p>-----</p>	<p>William Kinard III (PLC Coach); Shawn Price (ESL Chair)</p>	<p>05/23/2025</p>		

	<ul style="list-style-type: none"> * Weekly Co-planning coaching and support * Weekly meeting agenda * Weekly Lesson Plan Feedback * Weekly review of Student Work Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with planning grade-level, standards-aligned lessons. * Formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher. * Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher. 				
	<p>[A 2.2.4] Professional Development (local and out-of-town) Description -----</p> <p>Teachers and content leads will participate in the local and national professional development to build instructional capacity and enhance teacher practices/strategies to improve student outcomes.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * bi-weekly common assessment data * monthly student work samples * Weekly lesson plans <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Biweekly common assessment data showing student mastery at 70% or higher 	<p>William Kinard III (PLC Coach), Latonja Robinson (Principal)</p>	<p>09/06/2030</p>	<p>SSIG [\$9000.00]</p> <p>TAG4.0 [\$7875.00]</p>	

	<p>* Student work sample analysis monthly will show at least 80% of students scoring at least 80%</p> <p>PLC Coach and 2 teachers will attend NCTM Conference 2025(Feb 5-7, 2025) at a cost of \$3000 per person which includes registration, travel, lodging, and meals = total cost of \$9,000.</p> <p>Content Lead and 2 teachers will attend National Conference on Science Education in Philadelphia, PS (March 26-29, 2025) at a cost of \$2625.00 per person, which includes registration, travel, lodging, and meals for a total cost of \$7875.00.</p>				
	<p>[A 2.2.5] DDI Data Dig Description -----</p> <p>Analyzing student data is essential for making informed instructional decisions that effectively accelerate learning. By closely examining data on student performance, we can identify trends, pinpoint areas of strength and weakness, and tailor their instruction to meet the diverse needs of their students. This targeted approach allows for the implementation of timely interventions and differentiated strategies, ensuring that all students receive the support they need to progress. Moreover, data-driven decision-making fosters a more responsive and adaptive learning environment, which is crucial for closing achievement gaps and promoting equitable outcomes.</p> <p>Implementation -----</p> <p>* Weekly lesson plans</p>	William Kinard III (PLC Coach)	05/23/2025	SSIG [\$3277.00]	

	<ul style="list-style-type: none"> * Daily Exit Tickets * Quarterly formative assessments * Three DDI (data dig) days after formative assessments <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher on assignments. * 100% of teachers will participate in DDI (data dig) days and analyze study work and assessments. * 100% of teachers will incorporate re-teaching content/materials in lesson plans based on the analysis of student work and assessment results. <p>Professional development supplies such as chart paper, notebooks, pencils, pens, booklets, chart markers (\$427)</p> <p>Substitute teacher pay for 5 subs (full day), 3 days, \$190 per day = \$2850.00</p>				
	<p>[A 2.2.6] AVID Summer Institute Description -----</p> <p>Teachers will participate in the AVID Summer Institute to learn about strategies for implementation in the content areas of ELA and Math.</p>	<p>William Kinard III (PLC Coach), Samantha Brooks (Instructional Facilitator), Latonja</p>	<p>05/23/2025</p>	<p>SSIG 1 [\$10200.00]</p>	

	<p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly lesson plans * Bi-weekly student work samples * Bi-weekly common assessment data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Bi-weekly review of student work samples will show students' mastery of standards at 80% or higher. * Biweekly common assessment data showing student mastery at 70% or higher <p>3 members of the Instructional Leadership Team will attend AVID Summer 2025 (June 16-18, 2025 Dallas, TX) at a cost of \$3400 per person which includes registration, travel, lodging, and meals = total cost of \$10,200</p>	Robinson (Principal)			
<p>[S 2.3] Targeted Intervention and Personalized Learning Rationale -----</p> <p>Targeted intervention and personalized learning are essential strategies for increasing math scores because they address the unique needs and abilities of each student, ensuring that instruction is both relevant and effective. Targeted interventions focus on identifying and addressing specific gaps in students' mathematical understanding, allowing for timely support that helps learners overcome</p>	<p>[A 2.3.1] Continuation of Math and ESL Co-teaching Partnerships Description -----</p> <p>EOC Content teachers, in partnership with the SPED Inclusion teachers and ESL teachers will initiate a co-teaching model that will potentially increase options for flexible grouping of students, and increase performance and growth on TCAP and ACCESS external assessments.</p> <p>Through the co-teaching model, teachers will</p>	William Kinard III (PLC Coach); Shawn Price (ESL Chair)	05/23/2025		

<p>obstacles and build foundational skills. Personalized learning tailors educational experiences to individual students' strengths, needs, and interests, providing them with customized resources, assignments, and feedback that enhance their engagement and comprehension.</p> <p>Supporting Data -----</p> <p>The percentage of Algebra I students meeting and/or exceeding expectations increased by 1.3 percentage points. The percentage of Geometry students meeting and/or exceeding expectations increased by 4.7 percentage points.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data * Weekly analysis of student work samples * Mid-quarter progress reports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly analysis of student work samples' data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 	<p>co-plan to plan and provide additional scaffolds and supports for Tier 2 and Tier 3 students identified with special needs and ELs. They will collaborate to ensure there is rigorous standards-aligned instruction at the grade level for full access and opportunity, and make sure that the WIDA ESL Standards are included with the Math standards while planning and teaching.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-Quarterly Assessment Data * Weekly Co-Planning Time * Weekly Student Work Data Analysis * Mid-Quarter Progress Reports * Quarter Report Cards * Annual ACCESS Data * Annual TCAP Data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Weekly analysis of student work samples' data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students. 				
	<p>[A 2.3.2] RTI Intervention for Struggling Students Description</p>	<p>William Kinard (PLC Coach), Youraba</p>	<p>05/23/2025</p>		

	<p>-----</p> <p>The district's RTI program is technology based and will be used throughout the year for supporting students in need of Tier 2 and Tier 3 intervention. Tier 2 and Tier 3 students will be identified by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then bench-marked, after-which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is monitored every two weeks. Interventions provided for students are adjusted according to student mastery.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Meeting agendas/minutes * Online Intervention Time Logs * Progress Monitoring Percentages * Bi-Quarterly Common Assessments * Progress Reports * Report Card Grades <p>Effectiveness -----</p> <ul style="list-style-type: none"> *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% RTI team member attendance at monthly data team meetings. * 80% completion of bi-weekly progress monitoring. * Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students. * Student's progress reports and report cards 	<p>Latiker (Asst. Principal), Samantha Brooks (Instructional Facilitator)</p>			
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	<p>showing mastery of standards at 70% or higher for tier 2 and tier 3 students.</p>				
	<p>[A 2.3.3] Targeted Intervention/Tutoring & Coaching Support Description ----- Provide additional support to students who are struggling to meet academic standards or who need extra help to reach their full potential. Provide additional coaching support to math teachers to ensure high leverage strategies and instructional practices are used in every day instruction.</p> <p>Implementation ----- * Daily exit ticket data * Bi-weekly student work samples * Data-driven Instruction (daily) * Establishing clear goals (daily) * Differentiated Instruction (daily) * Monitoring student progress on assessments (bi-weekly) * Monthly Professional Development * Weekly reminders to students and parents about the tutoring opportunities * Kids First Education</p> <p>Effectiveness ----- * Review of daily exit ticket data and biweekly student work samples will show 90% of students scoring 80% or better. * Review of bi-weekly student work samples will show 90% of students scoring 80% or better.</p>	<p>Samantha Brooks (Instructional Facilitator), William Kinard III (PLC Coach)</p>	<p>05/23/2025</p>	<p>TAG4.0 [\$53100.00]</p>	

	<ul style="list-style-type: none"> * Pre- and post- assessments * Weekly progress monitoring * Daily student feedback * Weekly teacher observations <p>Kids First Education (Tutoring for Algebra I, Algebra II, and Geometry) Provide additional support for students who are failing to make academic progress-High-Dosage Tutoring (20 days = \$29,500)** **and Kids First Education (Teaching Coaching Support for Algebra I, Algebra II, and Geometry) at the cost of \$1475 per day for 16 days = \$23,600</p> <p>** **</p> <p>**Total = \$53,100 **</p>				
	<p>[A 2.3.4] Summer PD for Admin to Help Build Capacity Description -----</p> <p>Engaging administrators in professional development is essential for building teacher capacity and driving school-wide improvement. The training will allow admin to gain a deeper understanding of the instructional practices and strategies being emphasized and allows them to provide more informed and consistent support throughout the school year.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Instructional Walkthrough Tool * Weekly lesson plans * Monthly Professional Development to build teacher capacity * Weekly PLC meetings * Weekly coaching sessions with teachers. 	<p>Latonja Robinson (Principal), Treneshia Terry (Vice Principal); William Kinard III (PLC Coach)</p>	<p>05/23/2025</p>		

	<p>* Effectiveness -----</p> <p>* Weekly walk-through tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin. * Weekly lesson plans will reflect at least 90% of teachers implementing 100% of the strategies learned. * Monthly survey to determine effectiveness of the support.</p>				
	<p>[A 2.3.5] Teacher Content and Strategy Development Description -----</p> <p>PLC Coach and 3 teachers will participate in the National Council for Teachers in Mathematics to learn more about instructional strategies to implement to increase students' achievement as outlined in the SIP Plan. We will utilize data from determine the topics and areas to address.</p> <p>Implementation -----</p> <p>* Attendance to NCTM Spring 2025 Conference * Weekly Lesson plan</p> <p>Effectiveness -----</p> <p>* 100% of math teachers will implement strategies learned from NCTM Conference * Students will score at least 70% mastery on</p>	William Kinard III (PLC Coach)	05/23/2025	SSIG [\$12000.00]	

	bi-weekly assessments. * Students will score at least 70% mastery on quarterly formative assessments.				
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[G 3] Wooddale High School will increase its ACT Score by 3 points from 13.6 in 2023-2024 to 16.6 in 2024-2025, and increase the Ready Graduate percentage from 7.8% in 2023-2024 to 20% in 2024-2025.
****Effective Instruction | Best for All Strategic Plan alignment: Academics****

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

District Turnaround Plan Goal
[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Rationale ----- Implementing ACT preparation in our school will enhance student performance through focused test preparation/strategies, increase student ACT scores, strengthen students' chances for college admissions and scholarships, enhance critical thinking skills, and will help students identify their strengths and areas of improvement.</p> <p>Supporting Data ----- *Average Student ACT Composite scores increased by 3%, English subscore increased by 2.65%, Reading subscore increased by 8.6%, and Science subscore increased by 6.6%.*</p>	<p>[A 3.1.1] Incorporate ACT/SAT Workshops Description ----- Incorporating an ACT/SAT workshop in a school serves to significantly enhance students' readiness for college admissions by providing targeted preparation and practice. These workshops equip students with essential test-taking strategies, improve their familiarity with the exam format, and boost their confidence, all of which contribute to higher ACT/SAT scores. Additionally, the workshop reinforces critical academic skills and helps reduce test-related anxiety, ultimately supporting students in achieving their academic and career goals more effectively.</p> <p>On a quarterly basis, students will have access to ACT workshops that will be hosted both in-house (i.e. Jane Ross) and off-campus (District-sponsored), targeted toward 11th and 12th grade.</p>	<p>Cierra Shelton (Optional Schools Coordinator) , William Kinard III (PLC Coach)</p>	<p>05/23/2025</p>	<p>SSIG [\$19550.00]</p>	

<p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Semesterly ACT Data * Quarterly Mock ACT Data * Quarterly ACT practice assessments <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Semesterly review of ACT data will reflect a 3% increase in composite scores. * Quarterly mock ACT data review will reflect a 5% increase in student scores. Quarterly practice assessment data will reflect a 5% increase in student scores. 	<p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly ACT Tutoring Logs * Semesterly ACT Data * Quarterly ACT/SAT Workshop training for teachers and students offered by Jane Ross * Weekly ACT Prep integration in after-school tutoring * Monthly Saturday school ACT Prep sessions * Fall/Spring ACT scores <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly ACT tutoring logs will reflect at least 80% of juniors and seniors participating in tutoring, which will result in students increasing mock ACT scores by at least 5%. * Semesterly review of ACT data will reflect a 3% increase in composite scores. * At least 70% of 11th and 12th grade students will participate in one or more workshops throughout the year. * Growth in overall ACT scores will move from a composite score of 13.6 to 16.6. <p>Jane Ross ACT Prep Workshops for Teacher Training and Scholars for ACT Workshops:</p> <p>Teacher Professional Learning:</p> <p>\$8800 licensing for use of Jane Ross ACT Prep materials</p> <p>\$7600 for 2 one-day workshop session for 50 scholars at each session</p>				
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	<p>\$3150 training for teachers who offer Math/Science and ELA/Reading ACT Pep. Each session is 3 hours, 6 total hours</p> <p>\$3900 + \$20/teacher for 20 teachers for ACT prep integration training = \$4300</p> <p>Total: \$23850 (\$19,550)</p>				
	<p>[A 3.1.2] Enhanced Resources for Improved Instruction Description -----</p> <p>Secure supplies, materials, equipment and provide a comprehensive bank of resources to support classroom instruction and extended learning opportunities for students for both in-person and remote learning.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly workshop opportunities * Weekly use of Kaplan ACT-prep books in after-school tutoring * Weekly use of ACT-prep questions embedded in classroom instruction * ACT Preparation Resources- monthly at workshops and throughout the school year. <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Teachers will provide weekly access to ACT-prep questions to students. * 100% of 11th and 12th grade students will have access to ACT prep materials. * 12th grades will be enrolled in Math Reasoning course to help to increase ACT Math score. * Additional resources will be purchased to supplement the curriculum in ACT prep courses throughout the school year. 	<p>Cierra Shelton (Optional Schools Coordinator), Treneshia Terry (Vice Principal); William Kinard III (PLC Coach)</p>	<p>05/23/2025</p>	<p>SSIG, TAG 4.0</p>	

	<p>[A 3.1.3] Improved Communication on ACT Importance to Students and Parents</p> <p>Description -----</p> <p>Improving communication on the importance of ACT preparation is crucial for fostering a collaborative environment where both parents and students understand the significance of the test. By clearly articulating how ACT scores impact college admissions, scholarship opportunities, and overall academic success, we can ensure that families are fully informed and engaged in the preparation process. Enhanced communication helps to align expectations, address concerns, and motivate students to take proactive steps in their test preparation.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly communication to students and parents * Quarterly ACT updates * Quarterly parent-teacher conference night * Weekly announcements to students on ACT support/importance <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Monthly positive feedback from student and parents surveys * 10% increase in numbers of students registering to take ACT * Increase in ACT scores from Fall to Spring tests * Increased attendance to quarterly parent-teacher conference night sessions 	<p>Cierra Shelton (Optional Schools Coordinator), William Kinard III (PLC Coach)</p>	<p>05/23/2025</p>		
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<p>[S 3.2] Provide equitable access to early postsecondary opportunities</p> <p>Rationale -----</p> <p>Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO), industry certifications, and advance academic courses while enrolled in high school in order to increase students' college and career readiness. Provide professional development opportunities for counselors to equip them with updated strategies and tools to better address students' diverse needs, and stay informed on educational trends. Provide resources for students to access courses.</p> <p>Supporting Data -----</p> <p>*82% increase in percentage of students with 1+ AP Course and Exam, 7.7% increase in AP Exam Grade, 47% increase in Dual Enrollment courses completed, 47% increase in percentage of students with completed SDC Exam*</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>* Semester review of 4-year student academic and transition plans * Quarterly parent surveys * Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings. * Quarterly review of students enrolled in each Advanced Academics course comparing grade</p>	<p>[A 3.2.1] Provide opportunities for students to earn EPSOs</p> <p>Description -----</p> <p>Students enrolled at Wooddale High School will be provided with opportunities to enroll in courses that will enable them to earn early post-secondary credit and encourages them to take full advantage of TN Promise and be successful in education and training after high school.</p> <p>Implementation -----</p> <p>* Semester review of student enrollment in courses * Quarterly review of the number of students earning early post secondary credits * Quarterly review of the number of students earning TN Promise Scholarship</p> <p>Effectiveness -----</p> <p>* Student enrollment in courses that will provide EPSO credit will increase by 20%. * All students enrolled in eligible courses will earn early post-secondary credits. * There will be a 10% increase in students earning the TN Promise Scholarship.</p>	<p>Cierra Shelton (Optional Schools Coordinator), Youraba Latiker (Asst. Principal)</p>	<p>05/23/2025</p>		
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<p>distribution, course participation, and AP exam success rate to the previous year.</p> <ul style="list-style-type: none"> * Quarterly review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses. * Semester review of students enrolled in dual enrollment courses * Quarterly review of students enrolled in courses where industry certification can be obtained <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Semester review of 4-year student academic and transition plans will reflect an annual increase the number of students that are on-track of reaching their post-secondary goals at a minimum of 70% * Quarterly feedback from parent surveys will result in at least 3 additional events/programs to support students and families. * Semesterly review of the number of Advanced Academics courses offered will reflect an increase in the number of AP course offerings by 5% of current offerings based on the master schedule * Quarterly review of students enrolled in Advanced Academics will result in the outcome of students taking AP tutoring to reflect a double-digit gain for SY2024-25. * Quarterly review of students in AP courses will reflect a 5% increase in the number of students passing AP Exam. * Semesterly review of students enrolled in dual enrollment courses will reflect a 10% increase in the number of students taking the dual enrollment exam. * Quarterly review of students enrolled in courses where industry certifications are obtained will will reflect a 5% increase in the number of students receiving industry certifications 					
	<p>[A 3.2.2] Mandatory Parent/Student Graduation Meeting Description</p>	<p>Youraba Latiker (Asst. Principal),</p>	<p>03/07/2025</p>		

	<p>-----</p> <p>These meetings will occur during the first and third quarters and require students and parents to attend sessions about graduating. The assembly would include a presentation on statistics of why students don't graduate, what happens on the other side of graduation, plus/deltas of receiving a diploma, and seniors will sign a contract or promissory note stating that they will complete the 12th grade. This will bring awareness to parents and students on the importance of graduating.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Grade Checks and Follow-ups every 4.5 weeks * Weekly After School Tutoring/Saturday School <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * Fidelity Check of grades every 4.5 weeks will show that all students are passing courses with 70% average or better. * All students in jeopardy of failing a course will be assigned a tutoring date (Saturday School). * Parent and Students will receive follow-up after mid-quarter grade checks on the importance of maintaining grades and to seek help before it's too late. 	<p>Yondell Dillon (Family Engagement Specialist)</p>			
	<p>[A 3.2.3] Student Intervention Plans</p> <p>Description</p> <p>-----</p> <p>Throughout the year, support will be provided with developing student intervention plans, parent workshops, and professional development for the staff.</p>	<p>Youraba Latiker (Asst. Principal), Beverly Griffin (Dean of Students); Latonja Robinson (Principal)</p>	<p>05/23/2025</p>		

	<p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-weekly attendance rate * Bi-weekly suspension rate * Quarterly overall percentage of failures <p>Effectiveness -----</p> <ul style="list-style-type: none"> * The overall attendance rate will remain at or above 95% as measured bi-weekly through attendance checks, daily tardy monitoring, and intervention plans developed to include mandatory parent conferences and SART meetings. * The overall suspension rate will decrease by 50% as measured bi-weekly by implementing interventions by Administration to include mandatory parent conferences, the support of the behavior coach, and supports from counselors and teachers with interventions prior to suspensions. * The overall quarterly percentage of failures will remain below 20% as measured weekly through gradebook audits conducted by teaches and Leadership team members, in addition to following steps for a mandatory parent conference and a failure documentation process before the end of each quarter. 				
	<p>[A 3.2.4] Professional Development for Counselors to support students with college and career readiness Description -----</p> <p>Attend professional development opportunities (American School Counselor Association Conference & American Counseling Association Conference) to stay aware of and informed on the how to support students' diverse needs and collaborate with school faculty to provide support where needed.</p> <p>*Guidance counselors play a crucial role in</p>	<p>Latonja Robinson (Principal)</p>	<p>07/31/2025</p>	<p>TAG4.0 [\$9600.00] SSIG 2</p>	

supporting students' academic, social, and emotional development, making their participation in professional development (PD) essential. Attending PD sessions equips counselors with updated strategies and tools to better address students' diverse needs, collaborate effectively with teachers, and foster a positive school environment. By staying informed on educational trends, behavioral interventions, and mental health support, counselors can provide targeted guidance, enhancing student success both in and out of the classroom.*

Implementation

- * Quarterly review of 4-year student academic and transition plans
- * Quarterly review of formative assessment data
- * Semester review of student enrollment in courses
- * Quarterly review of the number of students earning early post secondary credits
- * Quarterly review of the number of students earning TN Promise Scholarship

Effectiveness

- * Quarterly review of 4-year student academic and transition plans will reflect an increase students that are on-track of reaching their post-secondary goals at a minimum of 70%.
- * Quarterly review of formative assessment data will reflect an increase by 10% the number of students scoring on track or mastery in ELA and Math on the district CFA
- * Student enrollment in courses that will provide

	<p>EPSO credit will increase by 20%. * All students enrolled in eligible courses will earn early post-secondary credits. * There will be a 10% increase in students earning the TN Promise Scholarship.</p> <p>3 counselors will attend American Counseling Association (ACA) Conference at a cost of \$3200 a person, which includes registration, travel, lodging, and meals = total cost of \$9600. Orlando, Florida (March 27-29, 2025)</p> <p>3 counselors will attend American School Counselor Association (ASCA) in Long Beach, California (July 12-15, 2025) Conference at a cost of \$3000 a person, which includes registration, travel, lodging, ,and meals = total cost of \$9000.</p>				
	<p>[A 3.2.5] Provide resources to support equitable access to postsecondary opportunities Description -----</p> <p>*Provide supplement resources such as workbooks, technology (interactive boards, laptops, desktops, printers, etc.), ink, classroom supplies, calculators, etc. to support students seeking to earn certifications, licenses, etc.*</p> <p>Implementation -----</p> <p>* Quarterly report cards and progress reports * Semester student interest surveys</p> <p>Effectiveness</p>	<p>Youraba Latiker (Asst. Principal), Cierra Shelton (Optional Schools Coordinator)</p>	<p>06/30/2025</p>	<p>TAG4.0 [\$16438.40]</p>	

	<p>-----</p> <p>* Quarterly report cards will reflect 85% of students enrolled in courses will have a passing grade of C or higher.</p> <p>* As a result of semester student interest surveys, there will be a 10% increase in the number of students enrolled in courses that promote DE, DC, or industry certification.</p> <p>Lenovo Tab M11 device (80 @ \$175.49/ea.) and Lenovo Folio Case Tab M11 (80 @ @29.99/ea.) for a total of \$16,438.40.</p>				
<p>[S 3.3] College & Career Exploration and Work-Based Learning Opportunities</p> <p>Rationale</p> <p>-----</p> <p>Integrating college/career exploration and work-based learning opportunities into the educational experience is essential for preparing students for successful futures. These experiences provide students with practical insights into various professions, helping them to understand the real-world applications of their studies and make informed career choices. Work-based learning activities allows students to develop valuable skills, build professional networks, and gain a clearer sense of their interests and strengths. By connecting classroom learning with real-world experiences, students are better equipped to transition smoothly into the workforce or higher education, leading to increased motivation, career readiness, and long-term success.</p> <p>Supporting Data</p> <p>-----</p>	<p>[A 3.3.1] College and Career Readiness Opportunities</p> <p>Description</p> <p>-----</p> <p>Providing college and career readiness learning opportunities for students is pivotal in bridging the gap between classroom instruction and real-world application. These experiences allow students to gain firsthand insights into various careers, develop practical skills, and understand the expectations and dynamics of professional environments. By integrating work-based learning, schools equip students with a clearer sense of career paths, boost their confidence, and improve their readiness for the workforce or higher education, ultimately enhancing their long-term career prospects and success. Education Opportunities (EPSO) Coach to support with senior students at Wooddale High School to obtain the necessary requirements to qualify as "Ready Graduates" according to the standards set by the State of TN Department of Education. ProGeny will provide students with opportunities to gain meaningful postsecondary education, a training program, and/or workforce entry.</p>	<p>Cierra Shelton (Optional Schools Coordinator)</p>	<p>05/23/2025</p>	<p>SSIG 2</p>	

<p>*15% increase in student enrollment into CCTE courses.*</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Semesterly review of student transcripts * Semesterly review of career interest inventories * Quarterly review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses. * Semester review of students enrolled in dual enrollment courses * Quarterly review of students enrolled in courses where industry certification can be obtained <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Semesterly review of student transcripts will reveal that the overall distribution rate of students attaining 1 industry certification and 2 EPSOs will increase by 5% * Semesterly review of student career interest inventories reflects 100% in mastery scheduling, which supports at least 70% of CCTE students mastering competencies to complete industry certifications. * Quarterly review of students in AP courses will reflect a 5% increase in the number of students passing AP Exam. * Semesterly review of students enrolled in dual enrollment courses will reflect a 10% increase in the number of students taking the dual enrollment exam. * Quarterly review of students enrolled in courses where industry certifications are obtained will will 	<p>Implementation -----</p> <ul style="list-style-type: none"> * Quarterly review of 4-year student academic and transition plans * Quarterly review of the number of students earning TN Promise Scholarship * Quarterly Guest Speaker Bookings * Annual Participation in the EMPLOY job-shadowing program <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Quarterly review of 4-year student academic and transition plans will reflect an increase in students that are on-track of reaching their post-secondary goals at a minimum of 70%. * There will be a 10% increase in students earning the TN Promise Scholarship. * THE CCTE department will book at least four guest speakers throughout the school year. * There will be a 10% increase in participation for the EMPLOY job-shadowing program. <p>ProGeny is an online program (with a site license) that will provide students with opportunities to gain meaningful postsecondary education, a training program, and/or workforce entry through support throughout the 2024-2025 school year at a cost of \$30,823.10.</p>				
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reflect a 5% increase in the number of students receiving industry certifications					
	<p>[A 3.3.2] Student Activity Groups Description*.* -----</p> <p>On a weekly basis, students will participate in teacher-led student activity groups to increase engagement, to increase positive teacher/student rapport and school climate, and to increase students' well-being. Teachers will sign up to lead independently or with a colleague a group. Students will sign up according to their interests.</p> <p>Implementation -----</p> <p>* Student attendance * Student survey results</p> <p>Effectiveness -----</p> <p>* Student survey results will show a 95% participation rate in activities. * Survey results will show at least 85% positive results from participation.</p>	<p>Latonja Robinson (Principal), Beverly Griffin (Dean of Students)</p>	<p>05/23/2025</p>		
	<p>[A 3.3.3] Support and Materials for CCTE Teachers Description -----</p> <p>Providing robust support and materials for CCTE teachers is crucial for delivering high-quality, effective instruction that prepares students for the workforce. Comprehensive resources, such as up-to-date industry-standard equipment, instructional materials, and access to professional development, enable CCTE teachers to offer</p>	<p>Cierra Shelton (Optional Schools Coordinator)</p>	<p>05/23/2025</p>		

	<p>relevant, hands-on learning experiences that reflect current industry practices. By investing in resources and support systems, schools not only enhance the teaching effectiveness of CCTE educators but also improve student outcomes and career readiness, aligning educational experiences with real-world demands and opportunities.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly observations and feedback to CCTE teachers * Bi-weekly review of CCTE lesson plans * Weekly implementation of technology aligned with courses * Weekly hands-on learning experiences for students. <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 100% of CCTE will provide curriculum aligned instruction to students. * 100% of CCTE will submit weekly lesson plans and will receive weekly feedback on lesson plans. * 100% of CCTE will have weekly opportunities to engage in hands-on learning experiences. 				
	<p>[A 3.3.4] College Tours Description -----</p> <p>Student will tour colleges in Tennessee to obtain information regarding academic courses that align with their college and career goals.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Semesterly review of student transcripts 	<p>Latonja Robinson, Principal</p>	<p>04/25/2025</p>	<p>SSIG [\$6840.00]</p>	

* Semesterly review of career interest inventories
Effectiveness

* Semesterly review of student transcripts will reveal that the overall distribution rate of students attaining 1 industry certification and 2 EPSOs will increase by 5%

* Semesterly review of student career interest inventories reflects 100% in mastery scheduling, which supports at least 70% of CTE students mastering competencies to complete industry certifications.

Charter one bus per tour for three college tours through Tennessee Limousine Company at \$2,280 per bus = \$6,840 total

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Trip 1

Jackson State

Millsaps

Tougaloo College

Trip 2

Tennessee State

Meharry

Fisk

	<p>**Trip 3**</p> <p>University of Arkansas – Pine Bluff</p> <p>Philander Smith</p> <p>University of Arkansas-Little Rock</p>				
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[G 4] Wooddale High School will reduce the chronic absenteeism rate from 58.4% in 2023-2024 to 25% in 2024-2025, and reduce the Suspension Rate from 11.5% in 2023-2024 to 5.0% in 2024-2025.
****Additional Supports****

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

District Turnaround Plan Goal
[G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Attendance, Behavior, Interventions and Supports Rationale ----- Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Supporting Data ----- The suspension rate was reduced from 25.4% in 2022 - 2023 to 11.5% in 2023 - 2024.</p> <p>Benchmark Indicator Implementation -----</p>	<p>[A 4.1.1] Increased Communication to Parents Description ----- Administration will communicate with parents when the student reaches the 3rd absence. Teachers will communicate with students to determine the why behind excessive absences and if necessary make referrals to the counselor. SART and SARB meetings will be held with parents and district officials.</p> <p>Implementation ----- * 20 Day Attendance Reports * SART and SARB meeting attendance * Daily communication to parents when students</p>	Beverly Griffin (Dean of Students)	05/23/2025		

<p>* 20-day attendance reports * 20-day behavior reports * 20-day suspension reports</p> <p>Effectiveness -----</p> <p>* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. * 20-day behavior reports will reflect a 5% decrease in the number of student infractions. * 20-day suspension reports will reflect a 5% decrease in the student suspension rate.</p>	<p>are absent.</p> <p>Effectiveness -----</p> <p>* Incremental increase of 2% on 20-day reports for attendance rates * SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers.</p>				
	<p>[A 4.1.2] Monitoring Student Attendance and Discipline Description -----</p> <p>Our school will utilize a streamlined process for monitoring student attendance and discipline and tracking at-risk (5-8% attendance rate) or chronically absent (10% attendance rate or higher) students. The data team will review 20 day data around attendance and discipline in PowerBi to develop plans of support for students who are trending towards medium to high risk for chronic absenteeism as well as those with frequent minor discipline infractions in an effort to reduce the number of students who are chronically absent and reduce the number of students who receive discipline consequences resulting in OSS and ISS. Students will be referred to before and/or after school sessions to assist with attendance and disciplinary issues.</p>	<p>Beverly Griffin (Dean of Students), Youraba Latiker (Asst. Principal)</p>	<p>05/23/2025</p>	<p>TAG4.0 [\$3100.80] SSIG 1 [\$2548.00] SSIG 2</p>	

	<p>Implementation -----</p> <ul style="list-style-type: none"> * 20 Day Attendance Reports * SART and SARB meeting attendance * 20 Day Student Discipline Reports * Weekly reports for before and after school attendance <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Incremental increase of 2% on 20-day reports for attendance rates * 100% of students flagged will be added to an intervention list. * SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers. * 20 day discipline reports per PowerBI will show a 5% decrease in the percentage of students receiving OSS and ISS. * 100% of students labeled as chronically absent will attend at 75% of available before or after school sessions. <p>Stipends for data team (25.84 per hour, 4 teachers, 15 hours per semester = 1550.40 per semester; Total = \$3100.80</p> <p>Stipends for behavior and attendance personnel (25.84 per hour, 2 hours per day, 2 teachers, 25 days) for total of \$2,584.00.</p>				
<p>[S 4.2] Professional Development for Staff Rationale -----</p> <p>Providing staff professional development focused</p>	<p>[A 4.2.1] Tiered and Differentiated Instruction Description -----</p> <p>Teachers should participate in tiered and</p>	<p>Beverly Griffin (Dean of Students), Treneshia</p>	<p>05/23/2025</p>		

<p>on decreasing student absenteeism and suspension rates is crucial for fostering a positive and effective learning environment. Professional development in this area equips educators with strategies to address the root causes of absenteeism and behavioral issues, such as identifying and supporting at-risk students, implementing restorative practices, and enhancing classroom engagement. By developing skills in building strong, supportive relationships with students and creating a more inclusive and responsive school culture, staff can proactively address issues before they escalate. This targeted training not only helps to reduce absenteeism and suspension rates but also improves overall student achievement and well-being, contributing to a more successful and safe environment</p> <p>Supporting Data -----</p> <p>The suspension rate was reduced from 25.4% in 2022 - 2023 to 11.5% in 2023 - 2024.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Semesterly RTI2-B data training agenda and minutes <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period. 	<p>differentiated instruction training to better meet the diverse needs of their students and enhance overall classroom effectiveness, which equips teachers with the skills to tailor their teaching strategies to accommodate varying levels of readiness, interests, and learning profiles within their classrooms. By implementing tiered instruction, teachers can provide appropriate challenges and supports for all students, ensuring that each learner can engage with the material at their own level of readiness, which also can increase student confidence and decrease behavioral problems.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly Lesson Plan Checks * Formal and informal observations * Bi-Quarterly formative assessment data * Chronic Absenteeism Reports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly lesson plan checks will show that 100% of teachers are incorporating differentiated instruction and engagement strategies into their lessons. * Formal and informal observations will show that 100% of teachers are scoring a Level 3 or higher on Teach 4 of the TEM rubric. * Bi-quarterly formative assessment data showing students' mastery of standards at 70% or higher. * Chronically out of school rates decrease by 20% or more in 2024-25 school year 	<p>Terry (Vice Principal)</p>			
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	<p>[A 4.2.2] Instructional Leadership Team Professional Development</p> <p>Description -----</p> <p>Participate in professional development designed to increase knowledge of scaffolds and how to incorporate them, as well as increase their knowledge of engagement strategies and how to incorporate them into the lesson. Attend professional development to enhance instructional and leadership capacity to support staff, resulting in school-wide success.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly instructional walkthrough tool * Weekly lesson plans * Monthly professional development to address classroom management * Bi-weekly professional development to ensure teachers are aware of strategies to increase student engagement. * Weekly PLC Meeting support help teachers implement student engagement strategies * Attend Harvard Turnaround Leadership Conference * Attend Innovative Schools Summit <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Weekly Walkthrough tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin. * Weekly lesson plans will reflect at least 90% of 	<p>William Kinard III (PLC Coach), Treneshia Terry (Vice Principal), Latinja Robinson (Principal)</p>	<p>07/31/2025</p>	<p>SSIG [\$24000.00]</p> <p>SSIG 2</p>	
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	<p>teachers implementing 100% of the strategies learned.</p> <ul style="list-style-type: none"> * 100% of teachers will incorporate student engagement strategies into their weekly lessons. * Student behavior infractions will decrease by 10% quarterly. * Teacher feedback surveys will show teachers' capacity has increased around incorporating engagement strategies. <p>3 members of the Instructional Leadership Team will attend Harvard's Turnaround Leadership Conference on June 2 - 6, 2025 (Harvard University - Cambridge, MA) at a cost of \$8000 per person, which includes registration, travel, lodging and meals = total cost of \$24,000.</p> <p>3 members of the Instructional Leadership Team will attend 2025 Innovative School Summit in Nashville, TN (July 14 - 18, 2025) at a cost of \$2845.00 per person, which includes registration, travel, lodging and meals = total cost of \$8535.00.</p>				
<p>[S 4.3] Parent, Family, and Community Engagement Rationale -----</p> <p>Engaging parents, families, and the broader community is essential in reducing student absenteeism and suspension rates because these stakeholders play a crucial role in supporting and reinforcing positive behaviors and consistent school attendance. When we actively involve families through regular communication, workshops, and collaborative strategies, we create a supportive network that addresses issues influencing student attendance and behavior. Keep</p>	<p>[A 4.3.1] Information Sessions and Trainings for Parents Description -----</p> <p>Training parents to ensure their child's regular school attendance is vital for fostering a collaborative approach to education and improving student outcomes. When our parents receive guidance and support on the importance of consistent attendance and effective strategies for encouraging it, they become better equipped to address barriers that may prevent their child from attending school regularly.</p>	<p>Yondell Dillon (Family Engagement Specialist)</p>	<p>05/23/2025</p>		

<p>our families well-informed and engaged can better monitor and encourage their children's school participation, while community partnerships can provide additional resources and support systems for at-risk students.</p> <p>Supporting Data -----</p> <p>The suspension rate was reduced from 25.4% in 2022 - 2023 to 11.5% in 2023 - 2024.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. * Quarterly parent meetings will result in an increase in participation by at least 10%. * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. 	<p>Implementation -----</p> <ul style="list-style-type: none"> * 20 Day Attendance Reports * Ready Graduate Rate * Quarterly Parent-Teacher Conference * Annual Title 1 Meeting <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Enrollment in post-secondary programs will increase by 30%. * Attendance reports per PowerBI will show an attendance rate at or below 10% throughout the schoolyear. * The graduation rate will increase from 17.9% to 30% 				
	<p>[A 4.3.2] Family and Engagement Support Program Description -----</p> <p>Implementing a Family Engagement and Support Program is essential for creating a robust support system that enhances student success and fosters a positive school environment, which will provide families with crucial information and practical</p>	<p>Beverly Griffin (Dean of Students), Yondell Dillon (Family Engagement Specialist), William Kinard III (PLC Coach),</p>	<p>05/23/2025</p>		

	<p>strategies for supporting their children’s education, emphasizing the importance of regular school attendance and effective ways to address potential barriers. We want to empower parents and guardians to take an active role in their children’s academic lives, reinforcing the connection between home and school. Engaged families are more likely to collaborate with educators to tackle issues proactively, leading to improved attendance, reduced behavioral problems, and higher academic achievement.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Quarterly workshops focused on the importance of school attendance * Quarterly surveys to see what supports parents and/or guardians need for their children * Monthly newsletters to provide supportive resources * Weekly updates to school's website <p>Effectiveness -----</p> <ul style="list-style-type: none"> * 10% Increase in parental participation * 10% decrease in chronic absenteeism * 15% decrease in student behavior infractions 	<p>Latonja Robinson (Principal)</p>			
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