

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

Kirby High School will increase English I meeting or exceeding expectation proficiency rate from 19.0% in 2023 to 30% in 2025 & increase English II meeting or exceeding expectation proficiency rate from 28.4% in 2023 to 37.3% in 2025.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

Common Formative Assessment using IXL

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation:</p> <ul style="list-style-type: none"><li>* Tri-weekly ELA Formative Assessments</li><li>* Weekly Informal Observation Tool and rubric</li><li>* Quarterly Formal Observation Tool</li><li>* Quarterly Data Dig Minutes</li><li>* Weekly lesson plans</li><li>* Quarterly student work samples</li><li>* Daily exit tickets</li></ul> <p>Effectiveness:</p> <ul style="list-style-type: none"><li>* Tri-weekly ELA Formative Assessments will reflect a 5% increase in the number of students</li></ul>	<p><b>[A 1.1.1] ELA Enrichment Course</b> Select 9th and 10th grade students will be enrolled in an ELA Enrichment course in which students will focus on skills taught in their English I/II course</p>	<p>K. Copeland - Asst. Principal T. Fleming – English I K. Bond – English II</p>	<p>05/23/2025</p>	<p>Title I</p>	

<p>scoring 80% or better after each assessment.</p> <ul style="list-style-type: none"> <li>* 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 better.</li> <li>* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</li> <li>* Quarterly data dig minutes will show at least 75% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</li> <li>* 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.</li> <li>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</li> <li>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</li> </ul>					
	<p><b>[A 1.1.2] Support rich ELA learning environments</b></p> <p>Students and teachers will be provided with additional materials, supplies, equipment and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of ED subgroup.</p>	R. Chapman - PLC Coach K. Jefferson - I.F.	05/23/2025	Title I [\$30000.00]	
	<p><b>[A 1.1.3] Differentiated Instruction - ELA Honors Course Offerings-Dual enrollment</b></p> <p>Student will be afforded the opportunity to enhance learning by enrolling in honors courses for English I, English II, English III, English IV, Additionally, Dual Enrollment courses for English have been added to the master schedule.</p>	L. Pointer - Principal, S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs	09/05/2024	Title I	
	<p><b>[A 1.1.4] Conduct Quarterly ELA Data Meetings</b></p> <p>In order to differentiate classroom instruction to meet the instructional needs of students, we will analyze the following on a quarterly basis: Student</p>	K. Copeland - Assistant Principal & ELA Admin, T.	05/23/2025	Title I [\$1500.00]	

	work, School-wide data, Grade-Level Data, Teacher data Trends and gaps, and Common Formative Assessments	Fleming - English I K. Bond - English II G. Beasley -Inclusion Teacher I. Jeffreys - ESL Teachers C. Hall – Network Instructional Coach			
	<p><b>[A 1.1.5] Conduct Weekly ELA Collaborative Planning Meetings</b></p> <p>Teachers will meet on content-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.</p>	K. Copeland - Assistant Principal & ELA Admin, T. Fleming - English I K. Bond - English II G. Beasley -Inclusion Teacher C. Hall - Network Instructional Coach	05/23/2025	Title I	
	<p><b>[A 1.1.6] Provide technology to Enhance ELA Instruction</b></p> <p>In order to provide a rigorous instruction, technology will be provided to the students and teachers will utilize interactive whiteboards in classrooms and ,computer/learning labs to access resources and facilitate lessons that will promote academic achievement. Teachers will be provided access to printing equipment that prints and/or copies lesson plans, instructional materials, and intervention/enrichment materials for student achievement, as needed. Students will be provide access to computer technology for students to engage in research, instructional learning programs, and interactive academic practice supplementary to instruction while at home or school. If deemed necessary, teachers will be</p>	R. Chapman - PLC Coach K. Jefferson - I.F.	05/23/2025	Title I [\$21000.00]	

	provided document cameras to address the needs of virtual learning and visual aids for daily instruction. Teachers will be provided with software and computer applications that promote student engagement through in-person and/or virtual instruction. Note: Technology will be provided through contractual agreements, leases, and purchases of equipment, programs, services, and software				
<p><b>[S 1.2] Professional Development</b></p> <p>* Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p><b>Benchmark Indicator</b></p> <p>**Benchmark Indicator**</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Bi-weekly Instructional Leadership Team (ILT) agenda and minutes</li> <li>* Weekly collaborative planning agenda and minutes</li> <li>* Weekly PLC meeting agenda and minutes</li> <li>* Monthly professional development agenda and minutes</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</li> <li>* Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</li> <li>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</li> </ul>	<p><b>[A 1.2.1] ELA Professional Learning Communities Meetings</b></p> <p>Teachers will have weekly PLC meetings in which they will discuss student work, review common formative assessments, effective and non-effective instructional strategies, and student progress. Additionally, teachers have been afforded a common planning period in the master schedule in which they can effectively plan.</p>	R. Chapman - PLC Coach K. Jefferson - I.F.	05/23/2025	Title I	

* 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%.					
	<p><b>[A 1.2.2] Complete District-Required ELA Professional Development Training</b></p> <p>The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required earn professional development hours throughout the school year. Teachers will need 64 professional learning hours for the 2024-25 school year. These hours are broken down into four components: District Learning Days, school-based, network and choice. These PD opportunities can include, but are not limited to training on understanding, interpreting and delivering ELA standards utilizing the MyPerspective curriculum.</p>	L. Pointer - Principal K. Copeland, T. Grace-Wilson, M. Lowery, J. Morrow – Assistant Principals R. Chapman - PLC Coach K. Jefferson -Instructional Facilitator	05/23/2025	Title I	
	<p><b>[A 1.2.3] ELA Professional Development</b></p> <p>Teachers and staff will have the opportunity to attend district, regional, state, and national professional development in which they can acquire new skills, understand shifts in teaching methods &amp; student learning, as well as, best practices in addressing state/common core standards. Additionally, monthly local PD will be held to examine best practices of instruction, ongoing development of new teachers, and instructional practices to address achievement gaps within our sub-groups.</p>	L. Pointer - Principal K. Copeland, T. Grace-Wilson, M. Lowery, J. Morrow – Assistant Principals R. Chapman - PLC Coach K. Jefferson -Instructional Facilitator	05/23/2025	Title I	
	<p><b>[A 1.2.4] Professional Development on ELA Standards Based Instruction</b></p> <p>ELA teachers will receive additional support in understanding &amp; unpacking state standards in order to move students beyond procedural fluency with emphasis on support of B/H/NA, ED, AA, SWD, and H subgroups.</p>	K. Copeland – Assistant Principal & ELA Admin	05/23/2025	Title I	

	<p><b>[A 1.2.5] Professional Development-Co-Teaching ELA Best Practices &amp; Instructional Strategies</b></p> <p>Inclusion Teachers will receive support in best practices and instructional strategies for working with SWD in the classroom setting.</p>	R. Chapman - PLC Coach K. Jefferson – Instructional Facilitator K. Copeland – Assistant Principal & ELA Admin G. Beasley - Inclusion Teacher	05/23/2025	Title I	
	<p><b>[A 1.2.6] Professional Development - My Access! &amp; IXL</b></p> <p>Teachers will receive training and year long support in the My Access! &amp; IXL platforms in order to assist with enhancement of student enrichment activities</p>	R. Chapman - PLC Coach K. Jefferson – Instructional Facilitator K. Copeland – Assistant Principal & ELA Admin T. Fleming - English I K. Bond – English II	05/23/2025	Title I	
	<p><b>[A 1.2.7] Provide Access to ELA Parental Workshops</b></p> <p>Provide parents with access to academic standards, strategies, and processes to improve their child's academic success. Parents will be given information on strategies that are aligned to Common Core State Standards and Expeditionary Learning and how to access supplementary materials to use at home. Communication, implementation, and impact will be evident by: Parental Communication at least two times before the learning activity Sign-in Sheets Agendas Parental Surveys</p>	R. Chapman - PLC Coach K. Jefferson – Instructional Facilitator J. McKinnie – Family Engagement Specialist	05/23/2025	Title I	
	<p><b>[A 1.2.8] Professional Development - TEM Level 1 &amp; 2 ELA Teacher Development</b></p>	K. Copeland – Assistant	05/23/2025	Title I	

	TEM Level 1 & 2 Teachers will receive additional training & support in improving teaching practices and strategies in an effort to improve overall TEM score and instruction	Principal & ELA Admin R. Chapman - PLC Coach K. Jefferson – Instructional Facilitator			
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b></p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>Benchmark Indicator</b></p> <p>**Benchmark Indicator**</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Bi-weekly progress monitoring data</li> <li>* Monthly data meeting agenda and minutes</li> <li>* Spring semester benchmark assessment data</li> <li>* Monthly fidelity checks</li> <li>* Bi-weekly iReady reports</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Bi-weekly progress monitoring data will reflect students increasing by at least 2 consecutive data points at their instructional level.</li> <li>* Monthly data team meetings will reflect at least 20% of students increasing one instructional level.</li> <li>* Progress monitoring data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</li> <li>* Monthly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing during 2 consecutive data points during progress monitoring.</li> <li>* Weekly iReady reports will reflect a 5% increase</li> </ul>	<p><b>[A 1.3.1] RTI2 ELA Intervention</b></p> <p>RTI2 Intervention classes for Reading and Math will be included in the Master Schedule. Students meeting the criteria for intervention will be scheduled based upon available roster space and with an emphasis in serving 9th and 10th grade students as a priority through use of small group and computerized instruction. Teachers, educational assistants, and interventionists will provide targeted interventions that focus on the Black, Black, Hispanic, and Native American, and Economically Disadvantaged subgroups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.</p>	<p>L. Pointer - Principal S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs K. Copeland, J. Morrow – Assistant Principals &amp; Content Admins G. Williams – Graduation Coach &amp; RTI Lead E. Morris - English Elective Teacher &amp; RTI Teacher</p>	05/23/2025	Title I	

in the number of students who score mastery on skill deficit areas.					
	<p><b>[A 1.3.2] My Access Implementation</b></p> <p>My Access online writing analysis software will be utilized by students and teachers to continue progress made through its use the previous school year in narrowing the deficiencies in writing of our students. Teachers, educational assistants, and interventionists will provide targeted interventions that focus on the Black, Black, Hispanic, and Native American, and Economically Disadvantaged subgroups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.</p>	<p>PLC Coach – R. Chapman K. Jefferson-Instructional Facilitator K. Copeland - Assistant Principal &amp; ELA Admin T. Fleming - English I K. Bond _ English II My Access Implementation &amp; Support Team</p>	05/23/2025	Title I	
	<p><b>[A 1.3.3] IXL Implementation</b></p> <p>IXL utilizes Tennessee state standards aligned curriculum to support whole-class and small-group instruction, and assign skills for homework to reinforce knowledge. The software will be utilized by students and teachers to continue progress made through its use the start of the year benchmark diagnostic assessment in narrowing the deficiencies in writing and math of our students. Teachers, educational assistants, and interventionists will provide targeted interventions that focus on the Black, Black, Hispanic, and Native American, and Economically Disadvantaged subgroups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.</p>	<p>PLC Coach – R. Chapman K. Jefferson-Instructional Facilitator K. Copeland - Assistant Principal &amp; ELA Admin T. Fleming - English I K. Bond _ English II IXL Training &amp; Support Team</p>	05/23/2025	Title I	
	<p><b>[A 1.3.4] After School ELA Tutoring</b></p> <p>Student will attend after school tutoring in core subject testing areas</p>	<p>T. Grace-Wilson -Assistant Principal</p>	05/23/2025	Title I	



**[G 2] Mathematics**

Kirby High School will increase Algebra I meeting or exceeding expectation proficiency rate from 1.5% in 2023 to 14% in 2025, increase Algebra II meeting or exceeding expectation proficiency rate from 1.0% in 2023 to 13.5% in 2025, & increase Geometry meeting or exceeding expectation proficiency rate from 1.9% in 2023 to 14.5% in 2025.

Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 18.2% in 2023 to 28.4% in 2025; 3-5 from 22% (2023) to 31.7% (2025); 6-8 from 13.5% (2023) to 25.4% (2025); and 9-12 from 11.7% (2023) to 21.5% (2025).

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

Common Formative Assessment using IXL

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation:</p> <ul style="list-style-type: none"><li>* Tri-weekly Math Formative Assessments</li><li>* Weekly Informal Observation Tool and rubric</li><li>* Quarterly Formal Observation Tool</li><li>* Quarterly Data Dig Minutes</li><li>* Weekly lesson plans</li><li>* Quarterly student work samples</li><li>* Daily exit tickets</li></ul> <p>Effectiveness:</p>	<p><b>[A 2.1.1] Algebra I Enrichment</b> Algebra I students will be enrolled in a math enhancement courses in which they will receive additional instruction and practice to address foundational skills.</p>	J. Morrow, S. Koranteng, K. Edwards	05/23/2025		

<ul style="list-style-type: none"> <li>* Tri-weekly Math Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</li> <li>* 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 better.</li> <li>* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</li> <li>* Quarterly data dig minutes will show at least 70% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</li> <li>* 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.</li> <li>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</li> <li>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</li> </ul>					
	<b>[A 2.1.2] Support rich Math learning environments</b> Students and teachers will be provided with additional materials, supplies, equipment and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of ED subgroup.	R. Chapman-PLC Coach, K. Jefferson-IF	05/23/2025		
	<b>[A 2.1.3] Differentiated Instruction - Math Honors Course Offerings</b> Student will be afforded the opportunity to enhance learning by enrolling in honors courses for Algebra I, Algebra II, & Geometry.	S. Jones, C. Hayslett, K. Walker, M. Hall-PSC	09/06/2024		
	<b>[A 2.1.4] Conduct Quarterly Math Data Meetings</b> In order to differentiate classroom instruction to meet the instructional needs of students, we will analyze the following on a quarterly basis: Student	Jerrica Morrow-AP/Math Admin, S. Koranteng, K.	05/23/2025		

	work, School-wide data, Grade-Level Data, Teacher data Trends and gaps, and Mid-term Common Formative Assessments.	Edwards, L. Bell, D. Bonney, J. Freeman, E. Pearson-Math Teachers EOC/Grade Level Teachers, C. Morton-Inclusion Teachers, C. Horton			
	<p><b>[A 2.1.5] Conduct Weekly Math Collaborative Planning Meetings</b></p> <p>Teachers will meet on content-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.</p>	Jerrica Morrow-AP/Math Admin, S. Koranteng, K. Edwards, L. Bell, D. Bonney, J. Freeman, E. Pearson-Math Teachers EOC/Grade Level Teachers, C. Morton-Inclusion Teachers, C. Horton	05/23/2025		
	<p><b>[A 2.1.6] Provide technology to Enhance Math Instruction</b></p> <p>In order to provide a rigorous instruction, technology will be provided to the students and teachers will utilize interactive whiteboards in classrooms and ,computer/learning labs to access resources and facilitate lessons that will promote academic achievement. Teachers will be provided access to printing equipment that prints and/or copies lesson plans, instructional materials, and intervention/enrichment materials for student achievement, as needed. Students will be provide access to computer technology for students to</p>	Jerrica Morrow-AP/Math Admin, S. Koranteng, K. Edwards, L. Bell, D. Bonney, J. Freeman, E. Pearson-Math Teachers EOC/Grade Level Teachers, C.	05/23/2025		

	engage in research, instructional learning programs, and interactive academic practice supplementary to instruction while at home or school. If deemed necessary, teachers will be provided document cameras to address the needs of virtual learning and visual aids for daily instruction. Teachers will be provided with software and computer applications that promote student engagement through in-person and/or virtual instruction. Note: Technology will be provided through contractual agreements, leases, and purchases of equipment, programs, services, and software	Morton-Inclusion Teachers, C. Horton, R. Chapman, K. Jefferson			
<p><b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Bi-weekly Instructional Leadership Team (ILT) agenda and minutes</li> <li>* Weekly collaborative planning agenda and minutes</li> <li>* Weekly PLC meeting agenda and minutes</li> <li>* Monthly professional development agenda and minutes</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</li> <li>* Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</li> </ul>	<p><b>[A 2.2.1] Math Professional Learning Communities Meetings</b> Teachers will have weekly PLC meetings in which they will discuss student work, review common formative assessments, effective and non-effective instructional strategies, and student progress. Additionally, teachers have been afforded a common planning period in the master schedule in which they can effectively plan.</p>	<p>Jerrica Morrow-AP/Math Admin, S. Koranteng, K. Edwards, L. Bell, D. Bonney, J. Freeman, E. Pearson-Math Teachers EOC/Grade Level Teachers, C. Morton-Inclusion Teachers, C. Horton</p>	05/23/2025		

<p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p> <p>* 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%.</p>					
	<p><b>[A 2.2.2] Complete District-Required Math Professional Development Training</b></p> <p>The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required earn professional development hours throughout the school year. Teachers will need 64 professional learning hours for the 24-25 school year. These hours are broken down into four components: District Learning Days, school-based, zone and choice. These PD opportunities can include, but are not limited to Training on understanding, interpreting and delivering math standards Eureka curriculum support Differentiated Instruction Zone specific planning Virtual training</p>	<p>Jerrica Morrow-AP/Math Admin, S. Koranteng, K. Edwards, L. Bell, D. Bonney, J. Freeman, E. Pearson-Math Teachers EOC/Grade Level Teachers, C. Morton-Inclusion Teachers, C. Horton</p>	05/23/2025		
	<p><b>[A 2.2.3] Math Professional Development</b></p> <p>Teachers and staff will have the opportunity to attend district, regional, state, and national professional development in which they can acquire new skills, understand shifts in teaching methods &amp; student learning, as well as, best practices in addressing state/common core standards. Additionally, monthly local PD will be held to examine best practices of instruction, ongoing development of new teachers, and instructional practices to address achievement gaps within our sub-groups.</p>	<p>Jerrica Morrow-AP/Math Admin, S. Koranteng, K. Edwards, L. Bell, D. Bonney, J. Freeman, E. Pearson-Math Teachers EOC/Grade Level Teachers, C. Morton-Inclusion Teachers, C. Horton</p>	05/23/2025		

	<p><b>[A 2.2.4] Professional Development on Math Standards Based Instruction</b></p> <p>Math teachers will receive additional support in understanding &amp; unpacking state standards in order to move students beyond procedural fluency with emphasis on support of B/H/NA, ED, AA, SWD, bottom 25% and H subgroups</p>	<p>Jerrica Morrow-AP/Math Admin, S. Koranteng, K. Edwards, L. Bell, D. Bonney, J. Freeman, E. Pearson-Math Teachers EOC/Grade Level Teachers, C. Morton-Inclusion Teachers, C. Horton</p>	05/23/2025		
	<p><b>[A 2.2.5] Professional Development-Co-Teaching Math Best Practices &amp; Instructional Strategies</b></p> <p>Inclusion Teachers will receive support in best practices and instructional strategies for working with SWD in the classroom setting</p>	<p>R. Chapman, J. Morrow, K. Jefferson, C. Horton</p>	05/23/2025		
	<p><b>[A 2.2.6] Provide Access to Math Parental Workshops</b></p> <p>Provide parents with access to academic standards, strategies, and processes to improve their child's academic success. Parents will be given information on strategies that are aligned to Common Core State Standards and Expeditionary Learning and how to access supplementary materials to use at home. Communication, implementation, and impact will be evident by: Parental Communication at least two times before the learning activity Sign-in Sheets Agendas Parental Surveys</p>	<p>Raymond Chapman-PLC Coach, Kimberly Jefferson-IF,</p>	05/23/2025		
	<p><b>[A 2.2.7] Professional Development - TEM Level 1 &amp; 2 Math Teacher Development</b></p> <p>TEM Level 1 &amp; 2 Teachers will receive additional training &amp; support in improving teaching practices</p>	<p>Raymond Chapman-PLC Coach, Jerrica Morrow-AP, Kimberly</p>	05/23/2025		

	and strategies in an effort to improve overall TEM score and instruction	Jefferson-IF, C. Horton			
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Bi-weekly progress monitoring data</li> <li>* Monthly data meeting agenda and minutes</li> <li>* Spring semester benchmark assessment data</li> <li>* Monthly fidelity checks</li> <li>* Bi-weekly iReady reports</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Bi-weekly progress monitoring data will reflect students increasing by at least 2 consecutive data points at their instructional level.</li> <li>* Monthly data team meetings will reflect at least 20% of students increasing one instructional level.</li> <li>* Progress monitoring data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</li> <li>* Monthly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing during 2 consecutive data points during progress monitoring.</li> <li>* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</li> </ul>	<p><b>[A 2.3.1] RTI2 Intervention</b> RTI2 Intervention classes for Reading and Math will be included in the Master Schedule. Students meeting the criteria for intervention will be scheduled based upon available roster space and with an emphasis in serving 9th and 10th grade students as a priority through use of small group and computerized instruction. Teachers, educational assistants, and interventionists will provide targeted interventions that focus on the Black, Black, Hispanic, and Native American, and Economically Disadvantaged subgroups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.</p>	<p>G. Williams, S. Jones, C. Hayslett, K. Walker, M. Hall-PSC, K. Jefferson-IF, R. Chapman-PLC Coach, S. Wilkins-Inclusion Teacher</p>	05/23/2025		

	<b>[A 2.3.2] IXL Implementation</b> IXL utilizes Tennessee state standards aligned curriculum to support whole-class and small-group instruction, and assign skills for homework to reinforce knowledge. The software will be utilized by students and teachers to continue progress made through its use the start of the year benchmark diagnostic assessment in narrowing the deficiencies in writing and math of our students. Teachers, educational assistants, and interventionists will provide targeted interventions that focus on the Black, Black, Hispanic, and Native American, and Economically Disadvantaged subgroups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.	R. Chapman-PLC Coach, K. Jefferson-Instr unctional Facilitator, K. Copeland, J. Morrow-AP, IXL implementation & support team	05/23/2025		
	<b>[A 2.3.3] After School Tutoring</b> Students in tested subject areas will have the opportunity to receive after school tutoring.	Tara Grace-Wilson-AP	05/23/2025		

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

Kirby High School will increase the percentage of Ready Gradutes to 65.0% in 2025, up from 20.6% in 2024 and increase the graduation rate to 85% in 202, up from 79.0% in 2024.

#### **Performance Measure**

Performance effectiveness will be measure by the following:

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

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<b>[S 3.1] ACT Preparation</b> Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for	<b>[A 3.1.1] ACT Prep courses for 10th, 11th and 12th grade scholars</b> Provide access to ACT Prep courses to 10th, 11th and 12th grade scholars through the Master Schedule and modified block scheduling. We will	S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs, Jerrica Morrow-AP,	05/23/2025	Title I	



<p>concern in achieving a composite score of 21.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Semesterly ACT Data</li> <li>* Semesterly Mock ACT Data</li> <li>* Semesterly ACT Tutoring Attendance Rosters</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Semesterly review of ACT data will reflect a 3% increase composite test scores.</li> <li>* Semesterly mock ACT data review will reflect a 5% increase in student scores.</li> <li>* Semesterly ACT tutoring attendances rosters will reflect a 10% increase in the number of students in attendance.</li> </ul>	<p>also use the Naviance Test Prep Curriculum across all grade levels to assist in preparation for the ACT. We employ the use of our District Trained ACT school administrators to implement a school wide plan to introduce and teach ACT skills to all students across all grade levels, with the primary focus on 10th and 11th grade students.</p>	<p>Leviticus Pointer -Principal</p>			
	<p><b>[A 3.1.2] District sponsored ACT Sessions</b> Enroll &amp; monitor all scholars in community and District wide ACT workshops.</p>	<p>S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs, Jerrica Morrow-AP, Leviticus Pointer -Principal</p>	05/23/2025	Title I	
	<p><b>[A 3.1.3] Support rich learning environments</b> Students and teachers will be provided with additional materials, supplies, equipment and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of ED subgroup.</p>	<p>Raymond Chapman-PLC Coach, Kimberly Jefferson-IF</p>	05/23/2025	Title I [\$30000.00]	
<p><b>[S 3.2] Early Post-Secondary Opportunities</b> Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p>	<p><b>[A 3.2.1] Early College Programs</b> Identify, recruit and enroll scholars who qualify to participate in Early College programs in partnership with Bethel University and Southwest Tennessee Community College (SWTCC) in an effort to obtain post-secondary college credit while enrolled in high school.</p>	<p>S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs, Jerrica Morrow-AP, Leviticus</p>	05/23/2025	Title I	

<p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Quarterly report cards and progress reports</li> <li>* Daily exit tickets</li> <li>* Semesterly student interest surveys</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher.</li> <li>* Daily exit tickets will reflect at least 85% of students scoring 75% or higher.</li> <li>* As a result of semesterly student interest surveys, there will be a 10% increase in the number of students enrolled in an advanced academic course.</li> </ul>		Pointer -Principal			
	<p><b>[A 3.2.2] Ready Graduate</b> Identify students who have earned a 31 or higher on the ASVAB test to ensure they have at least two EPSOs. Counselors will evaluate and analyze student transcripts to verify credits earned in EPSOs and/or enroll students to ensure the opportunity to earn additional EPSOs.</p>	S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs, Jerrica Morrow-AP, Leviticus Pointer -Principal Jerrica Morrow-AP, G. Williams, C. Williams-Graduation Coaches,	05/23/2025	Title I	
<p><b>[S 3.3] Career Exploration and Work-Based Learning Opportunities</b> Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p>	<p><b>[A 3.3.1] College and Career Fairs/Tours</b> Counseling Department will host College &amp; Career Fairs which will include community leaders and speakers. Additionally, local and regional post-secondary institutions will have the opportunity to engage students in the College Corner area at Kirby High School, as well as, virtual opportunities. Additionally students will have</p>	S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs, J. McKinnie-Family Engagement Specialist, G. Williams, C. Williams-Grad	05/23/2025	Title I	

<b>Benchmark Indicator</b> <b>**Benchmark Indicator**</b>  Implementation:  * Semesterly review of student transcripts * Semesterly review of career interest inventories Effectiveness:  * Semesterly review student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%. * Semesterly review of student career interest inventories reflects 100% in master scheduling, which supports at least 75% of CCTE students mastering competencies to complete industry certifications	the opportunity to visit local and regional college campuses to tour their facilities.	uation Coaches			
	<b>[A 3.3.2] Naviance Achieve Works Assessment and Workshops</b> Counseling Department will engage scholars and facilitate completion of the Naviance Achieve Works Assessment to all 9th grade students computerized workshop sessions	S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs	05/23/2025	Title I	
	<b>[A 3.3.3] YouScience Career Interest/Exploration</b> Students enrolled in CCTE courses will use the YouScience Career Interest Exploration to identify career pathways based on their interests and career aptitude.	S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs Kimberly Jefferson-IF, Regina Fox, Sidney Ramson, Shondell Gordon, Kelvin Baldwin, Angel DeSquare-CC TE Teachers	05/23/2025	Title I	
<b>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</b> ****Provide programs and initiatives designed to	<b>[A 3.4.1] Summer Middle2High Transition Parent Orientation</b> School counselors will orchestrate parent	S. Jones, C. Hayslett, K. Walker, M. Hall	07/18/2025	Title I [\$2500.00]	

<p>prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Student &amp; Parent sign in sheets</li> <li>* Map of campus and room locations</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Review of sign in sheet will result in a minimum of 50 students participating</li> <li>* Map of the campus and room locations will provide the opportunity for students to familrize themselves with the building and a decrease of 10% in tardiness for 9th graders</li> </ul>	<p>orientation for parents of incoming 9th grade students in which parents can receive information regarding graduation requirements, establishing a strong foundation, college and career opportunities, and high school procedures.</p>	<p>- PSCs, K. Copeland-AP,</p>			
	<p><b>[A 3.4.2] Middle2High 9th Grade Summer Program</b> Kirby High School will provide the incoming 9th graders to participate in a summer orientation in which they will learn about our 9th Grade Academy and expectations, as well as, support in increase ELA and Math skills.</p>	<p>S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs, K. Copeland-AP</p>	07/18/2025	Title I [\$2500.00]	
	<p><b>[A 3.4.3] National College Signing Day</b> Kirby High School will host college signing days for Academics, Athletics, and the Arts for Senior students that have been accepted into a post-secondary institution and/or received a scholarship</p>	<p>S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs, K. Copeland-AP,, James Thomas-Fine Arts Teachers</p>	05/23/2025	Title I	
	<p><b>[A 3.4.4] 9th Grade Commitment Ceremony</b> Kirby HS Freshmen on Track Academy will host a Commitment Ceremony for 9th grade students. The Ceremony will focus on encouraging students to attend school regularly, work hard academically to earn credits toward graduation and be involved in school activities. Students will also identify 3</p>	<p>S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs, K. Copeland-AP,</p>	09/27/2024	Title I	

	adult supporters to assist them on their journey toward graduation.				
<p><b>[G 4] Safe and Healthy Students</b>  Kirby High School will attain an Attendance Rate of 95.0% for 2025, up from 89.0% for 2024, a Chronically Out of School Rate below 20.0%, down from 42.9% for 2024, and a Discipline Rate of below 17.5% for the 2024 school year, down from 22.9% for 2024.</p> <p><b>Performance Measure</b>  Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data  * PowerBI Data  * Share Point</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Attendance and Behavior Interventions and Supports</b>  Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b>  **Benchmark Indicator**</p> <p>Implementation:</p> <p>* 20-day attendance reports  * 20-day behavior reports  * 20-day suspension report</p> <p>Effectiveness:</p> <p>* 20-day attendance reports will reflect a 10% decrease in the number of students absent from school.  * 20-day behavior reports will reflect a 10% decrease in the number of student infractions.  * 20-day suspension reports will reflect a 10% decrease in the student suspension rate.</p>	<p><b>[A 4.1.1] Attendance &amp; Discipline Team</b>  Utilize attendance and discipline team to establish and implement behavior interventions with progress monitoring while providing student incentives and supports through the use of SEL and RTI2-B.</p>	<p>M. Lowery, T. Grace-Wilson, K. Copeland, J. Morrow-Aps; J. McKinnie-FE; S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs</p>	<p>05/23/2025</p>	<p>Title I</p>	

	<p><b>[A 4.1.2] Additional support through Title I personnel</b></p> <p>Title I will fund addition staffing - two behavioral specialists, family engagement specialist, instructional facilitator, and professional learning community coach to support student achievement, implement goals and action steps of school improvement plan, and assist with the evaluation and development of quality learning through ongoing teacher support.</p>	Raymond Chapman-PLC Coach, Kimberly Jefferson-IF	06/30/2025	Title I	
	<p><b>[A 4.1.3] Support rich learning environments</b></p> <p>Students and teachers will be provided with additional materials, supplies, equipment and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of ED subgroup</p>	Raymond Chapman-PLC Coach, Kimberly Jefferson-IF	06/30/2025	Title I [\$30000.00]	
<p><b>[S 4.2] Professional Development</b></p> <p>Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation:</p> <p>* Semesterly RTI2-B data training agenda and minutes</p> <p>Effectiveness:</p> <p>* Monthly RTI2-B data teams meetings will result in a 10% decrease in student infractions.</p>	<p><b>[A 4.2.1] Social Emotional Learning PD</b></p> <p>Provide ongoing and yearlong professional development for teachers and staff with emphasis on social emotional learning and coping strategies with learning in a virtual environment during a global pandemic in addition to coping with in person learning.</p>	M. Lowery, T. Grace-Wilson, K. Copeland, J. Morrow-Aps;	05/23/2025	Title I	
<p><b>[S 4.3] Parent, Family, and Community Engagement</b></p> <p>Promote effective parent, family, and community engagement activities and resources that support</p>	<p><b>[A 4.3.1] Annual Title I Meeting</b></p> <p>Kirby High School will conduct it's annual Title I meeting in which we will address the following: Policies for Family Engagement (MSCS Family</p>	Raymond Chapman-PLC Coach,	09/27/2024	Title I	

<p>safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation:</p> <ul style="list-style-type: none"> <li>* Quarterly parent surveys</li> <li>* Quarterly parent meeting agenda and minutes</li> <li>* Semesterly parent-teacher conference sign-in sheets/minutes</li> <li>* Annual Title I Parent Meeting</li> </ul> <p>Effectiveness:</p> <ul style="list-style-type: none"> <li>* Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.</li> <li>* Quarterly parent meetings will result in an increase in participation by at least 10%.</li> <li>* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</li> <li>* Annual Title I Parent Meeting will result in an increase in participation by at least 15%</li> </ul>	<p>Engagement Policy and Plan; School Plan) Reporting Pupil Progress Parent-Teacher Conferences Parental Involvement Requirements Availability of Parent Training District/School Progress/School Status School Improvement Plan Opportunities for additional Parent Meetings Teacher Qualifications Parents' Right to Know Notice of Title I School Status School/Parent Compact Student Code of Conduct</p>	<p>Kimberly Jefferson-IF</p>			
	<p><b>[A 4.3.2] High School Fair</b> Kirby HS will participate in local high school fairs in which parents and potential students, as well as, community stakeholders can learn about offerings available at Kirby High School</p>	<p>S. Jones, C. Hayslett, K. Walker, M. Hall - PSCs</p>	<p>05/23/2025</p>	<p>Title I</p>	
	<p><b>[A 4.3.3] Summer Middle2High Transition Parent Orientation</b> Kirby High School will provide the opportunity for parents of incoming 9th graders to participate in a summer orientation in which they will learn about our 9th Grade Academy and expectations for their scholar</p>	<p>Raymond Chapman-PLC Coach, Kimberly Jefferson-IF, K. Copeland-AP</p>	<p>07/18/2025</p>	<p>Title I</p>	
	<p><b>[A 4.3.4] Middle2High 9th Grade Summer Program</b> Kirby High School will provide the incoming 9th</p>	<p>Raymond Chapman-PLC Coach,</p>	<p>07/18/2025</p>	<p>Title I</p>	

	graders to participate in a summer orientation in which they will learn about our 9th Grade Academy and expectations, as well as, support in increase ELA and Math skills	Kimberly Jefferson-IF, K. Copeland-AP			
	<b>[A 4.3.5] Provide Access to Parental Workshops</b> Provide parents with access to academic standards, strategies, and processes to improve their child's academic success. Parents will be given information on strategies that are aligned to Common Core State Standards and Expeditionary Learning and how to access supplementary materials to use at home. Communication, implementation, and impact will be evident by: Parental Communication at least two times before the learning activity Sign-in Sheets Agendas Parental Surveys	Raymond Chapman-PLC Coach, Kimberly Jefferson-IF, J. McKinnie-Family Engagement Specialist	05/23/2025	Title I [\$5095.00]	