

Overton High Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

*Overton High School will increase TNReady meeting/exceeding expectation proficiency rates in ELA from 24.4% in 2022-2023 to 27.4% or higher in 2025. **This goal applies to all students and student groups including our TSI student groups BHNA and Black/African American. *

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

School Level Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction 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 all students including out TSI identified student groups (BHNA and Black or African American) are career and college ready.</p> <p>School level data shows the following for Winter 2023 Mastery Connect overall data results show overall 17.5% met plus exceeded in ELA. For Spring 2024 Mastery Connect results show overall 32.7% met plus exceeded in ELA.</p> <p>Benchmark Indicator **Implementation**</p> <p>Quarterly School Level Common Formative Assessments</p> <p>Weekly Admin and ILT Team Walkthroughs</p> <p>**Effectiveness**</p>	<p>[A 1.1.1] Support a rich learning environment for students Secure equipment, materials, supplies, and support once funding is made available to enhance classroom instruction in accordance to the SIP Plan Goals.</p>	<p>Shannon Marszalek (PLC Coach), Sheryl Myers (Financial Secretary), Laura Cunningham (Media Specialist)</p>	<p>05/23/2025</p>	<p>Title I Funds</p> <p>General Funds</p>	

70% student performance on quarterly school level Common Formative Assessments aligned to instructional standards					
90% standard aligned lessons and student engagement (weekly)					
	<p>[A 1.1.2] Provide instructional support via Instructional Facilitator</p> <p>Instructional Facilitator will provide instructional support by coordinating quarterly new teacher mentoring and new to school on-boarding training and support; serving on the Instructional Leadership Team (ILT) which meets bi-monthly; coordinating school ACT Prep efforts; serving as school AP Coordinator and Honors Liaison; serving as Social Studies Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams (Principal), Lois Simmons (Instructional Facilitator)	05/23/2025	Title I Funds General Funds	
	<p>[A 1.1.3] Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.</p> <p>Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities. Continue school assignment of teacher observations with Admin Content Lead areas of expertise so that observers can provide rich, targeted feedback for teacher growth.</p>	Reginald Williams (Principal), Stephani Floyd (Vice Principal), Shannon Marszalek (PLC Coach)	04/01/2025	Title I Funds General Funds	
	<p>[A 1.1.4] Continue weekly collaborative planning and weekly PLC work.</p> <p>Redesign weekly collaborative planning to add monitoring by Admin Content Lead and use of District Resources to reinforce shift to standards-aligned instruction. Redesign weekly Professional Learning Community (PLC) work to include opportunities for on-track plus mastery data monitoring during every meeting. Continue student</p>	Stephanie Floyd (Vice Principal), Shannon Marszalek (PLC Coach)	03/28/2025	Title I Funds General Funds	

	work analysis (based on Leverage Leadership 2.0 model) and quarterly Common Formative Assessment (CFA) student data analysis; both practices focus on identifying student areas of need and designing reteaching opportunities to improve student academic achievement. Continue weekly collaborative planning and weekly PLC cycles to focus on academic growth for all students including my TSI identified student groups (BHNA and Black or African American).				
<p>[S 1.2] Professional Development 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>Benchmark Indicator **Implementation**</p> <p>Quarterly New Teacher Cohort Meetings</p> <p>ILT Meetings twice a month for content support to include a Cycle of Professional Learning</p> <p>**Effectiveness**</p> <p>95% Meeting Attendance and 85% implementation of strategies learned during meetings</p> <p>80% standard aligned core instructional strategies implementation (twice monthly)</p>	<p>[A 1.2.1] Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction. Secure equipment, materials, supplies, and support from various vendors, regional, state, and national opportunities for PD to enhance classroom instruction for individual teachers, content area teams, and whole school faculty and staff, for support of all students especially of high need student subgroups (BHNA and Black or African American).</p>	Shannon Marszalek (PLC Coach), Lois Simmons (Instructional Facilitator), Stephani Floyd (Vice Principal), David Ellis (Assistant Principal), Camilla Horton, Coronica Hall, Nia Harris Kimble (District Support Staff)	03/28/2025	Title I Funds General Funds	
	<p>[A 1.2.2] Provide professional development delivery and support via PLC Coach. PLC Coach will provide professional development delivery and support by coordinating, facilitating, and conducting weekly content area Professional Learning Communities (PLC); coordinating and serving on the Instructional Leadership Team (ILT);</p>	Shannon Marszalek (PLC Coach)	04/01/2025	Title I Funds General Funds	

	coordinating and leading District and ILT professional learning opportunities; serving as ELA Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.				
	<p>[A 1.2.3] Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL).</p> <p>Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities.</p>	Reginald Williams (Principal), Stephani Floyd (Vice Principal), Shannon Marszalek (PLC Coach)	03/31/2025	Title I Funds General Funds	
	<p>[A 1.2.4] Provide Opportunities for parent engagement and training (FACE).</p> <p>Provide monthly opportunities for parents to engage in their students' education via informational sessions and trainings on how to support literacy attainment, student achievement and growth on ELA assessments, and student achievement and growth on WIDA assessments, especially for high need student subgroups (BHNA and Black or African American).</p>	Reginald Williams (Principal), Chantel Cathey (Family Engagement Specialist), Geremiah Hampton (Family Engagement Specialist) Shannon Marszalek (PLC Coach)	04/01/2025	Title I Funds General Funds	
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of all students including our TSI identified student groups (BHNA and Black or African American). to improve student achievement.</p> <p>Benchmark Indicator **Implementation**</p>	<p>[A 1.3.1] Offer RTI A Tier II and Tier III courses during the instructional day.</p> <p>Students will complete an entire cycle of progress monitoring and support using i-Ready.</p>	Ryan Sisung (Interventionist), Anne Webb (Assistant Principal)	05/23/2025	Title I Funds General Funds	

<p>Daily SPED and ESL Push in Support for ELA and Math courses</p> <p>Monthly Progress Monitoring data review of students' performance in targeted intervention (i-Ready)</p> <p>**Effectiveness**</p> <p>85% of SPED and ESL students show growth (3%) on School Level CFAs</p> <p>85% of students progressing with targeted intervention (monthly)</p>					
	<p>[A 1.3.2] Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC intervention to determine eligibility during the instructional day.</p> <p>Students will complete an entire cycle of progress monitoring and support using i-Ready to address targeted skill deficits and eligibility in reading during intervention. Students will receive targeted support for skill deficits through learning labs where students and teachers will track student growth and progress.</p>	<p>Lue Newberry (SPED Chair); Yaminah Rossell (Sped Teacher); Latesa Lyon (Sped Teacher); Chantal Hess Taylor (Sped Teacher); Kera Jones (Sped Teacher)</p>	05/23/2025	<p>General Funds</p> <p>Sped Funds</p>	
	<p>[A 1.3.3] Offer ESL courses by WIDA/ELPA 21 ability level and ELD courses for additional language development during the instructional day.</p> <p>ESL courses will be offered by grade and ability level for all eligible EL students. Additionally, school will offer ELD courses which provide an additional support period for especially vulnerable EL populations within first two calendar years of entry into the US. Students who scored in the advanced range on WIDA/ELPA 21 will receive additional services through push-in support.</p>	<p>Ryan Littman (ESL Teacher); Courtney Merriweather (ESL Teacher); Shelly Eichman (ESL Chair); David O'Brien (ESL Teacher); Davida Smith Keita (ESL</p>	05/23/2025	<p>ESL Funds</p> <p>Sped Funds</p>	

		Teacher); Michael Scharff (ESL Teacher); Anne Webb (Assistant Principal)			
	<p>[A 1.3.4] Provide weekly no cost tutoring for all content areas outside of the instructional day. All teachers will offer at least forty-five minutes of tutoring outside of the instructional day weekly to provide additional support to students so that he/she can attain content mastery.</p>	Shannon L. Marszalek (PLC Coach); Stephani Floyd (Vice Principal); David Ellis (Assistant Principal); Ronnie Dukes (Assistant Principal); Anne Webb (Assistant Principal); Lois Simmons (Instructional Facilitator)	05/16/2025	Title I Funds General Funds	
	<p>[A 1.3.5] Continue DEC inclusion co-teaching in English. DEC inclusion co-teachers will work collaboratively with ELA content teachers to design and deliver appropriate scaffolds and accommodations for SWD.</p>	Kerah Jones (Sped Teacher); Latesa Lyon (Sped Teacher); Lue Newberry (Sped Chair); Anne Webb (Assistant Principal)	05/23/2025	Title I Funds Sped Funds	
	<p>[A 1.3.6] ESL push-in co-teaching in ELA classes. ESL push-in co-teachers will work collaboratively with ELA content teachers to design and deliver</p>	Shelly Eichman (ESL Chair); Anne Webb	05/23/2025	Title I Funds ESL Funds	

	appropriate scaffolds and accommodations for EL students.	(Assistant Principal)			
<p>[G 2] Mathematics</p> <p>*Overton High School will increase TNReady meeting/exceeding expectation proficiency rates in math from 6.3% in 2022-2023 to 9.3% or higher in 2025. **This goal applies to all students and student groups including our TSI designated student groups BHNA and Black/African American.*</p> <p>Performance Measure</p> <p>Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>Common Formative Assessments</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction</p> <p>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 all students including our TSI identified student groups (BHNA and Black or African American) are career and college ready.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>Quarterly School Level Common Formative Assessments</p> <p>Weekly Admin and ILT Team Walkthroughs</p> <p>**Effectiveness**</p> <p>70% student performance on quarterly school level Common Formative Assessments aligned to instructional standards</p>	<p>[A 2.1.1] Support a rich learning environment for students</p> <p>Secure equipment, materials, supplies, and support when funding is available to enhance classroom instruction according to the goals of the School Improvement Plan.</p>	<p>Shannon Marszalek (PLC Coach); Sheryl Myers (Financial Secretary); Laura Cunningham (Media Specialist)</p>	<p>05/30/2025</p>	<p>Title I Funds</p> <p>General Funds</p>	

90% standard aligned lessons and student engagement (weekly)					
	<p>[A 2.1.2] Provide instructional support via Instructional Facilitator</p> <p>Instructional Facilitator will provide instructional support quarterly by coordinating new teacher mentoring and new to school on-boarding training and support; serving on the Instructional Leadership Team (ILT) (bimonthly); coordinating school ACT Prep efforts; serving as school AP Coordinator and Honors Liaison; serving as Social Studies Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams (Principal); Lois Simmons (Instructional Facilitator)	04/30/2025	Title I Funds General Funds	
	<p>[A 2.1.3] Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads.</p> <p>Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities. Continue school assignment of teacher observations with Admin Content Lead areas of expertise so that observers can provide rich, targeted feedback for teacher growth.</p>	Reginald Williams (Principal); Stephani Floyd (Vice Principal); Shannon Marszalek (PLC Coach)	04/30/2025	Title I Funds General Funds	
	<p>[A 2.1.4] Continue weekly collaborative planning and weekly PLC work.</p> <p>Weekly collaborative planning will continue to be monitored by Admin Content Lead and use of District Resources to reinforce shift to standards-aligned instruction. Redesign weekly Professional Learning Community (PLC) work to include opportunities for increased data tracking with feedback. Continue student work analysis (based on Leverage Leadership 2.0) and twice quarterly Common Formative Assessment (CFA) student data analysis; both practices focus on identifying student areas of need and designing reteaching opportunities to improve student</p>	Shannon Marszalek (PLC Coach); Stephani Floyd (Vice Principal); David Ellis (Assistant Principal)	05/16/2025	Title I Funds General Funds	

	academic achievement. Continue weekly collaborative planning and weekly PLC work to focus on the growth of all students including our TSI identified student groups (BHNA and Black or African American).				
	<p>[A 2.1.5] Provide instructional support via Assistant Principals</p> <p>Assistant Principals will provide weekly instructional support by serving as Math Admin Content Lead; DEC Admin Content Lead; ESL Admin Content Lead; serving on the Instructional Leadership Team (ILT) (bimonthly); coordinating substitute teachers (daily); monitoring student attendance (quarterly); conducting formal and informal teacher observations (quarterly); individual teacher instructional coaching sessions (weekly); and school-wide Professional Development on High Impact Instructional Strategies.</p>	<p>Reginald Williams (Principal); Stephanie Floyd (Vice Principal); David Ellis (Assistant Principal); Anne Webb (Assistant Principal); Ronnie Dukes (Assistant Principal)</p>	05/16/2025	<p>Title I Funds</p> <p>General Funds</p>	
<p>[S 2.2] Professional Development</p> <p>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>Benchmark Indicator</p> <p>**Implementation**</p> <p>Quarterly New Teacher Cohort Meetings</p> <p>ILT Meetings twice a month for content support to include a Cycle of Professional Learning</p> <p>**Effectiveness**</p> <p>95% Meeting Attendance and 85% implementation of strategies learned during meetings</p>	<p>[A 2.2.1] Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.</p> <p>Secure equipment, materials, supplies, and support from vendors and local, regional, state and national PD opportunities to enhance classroom instruction for individual teachers, content area teams, and whole school faculty and staff, especially for TSI designated student groups BHNA and Black or African American.</p>	<p>Shannon L. Marszalek (PLC Coach); Stephani Floyd (Vice Principal); David Ellis (Assistant Principal); Lois Simmons (Instructional Facilitator); Camilla Horton, Nia Kimble Harris, and Coronica Hall (Academic Support)</p>	03/28/2025	<p>Title I Funds</p> <p>General Funds</p>	

80% standard aligned core instructional strategies implementation (twice monthly)					
	<p>[A 2.2.2] Provide professional development delivery and support via PLC Coach</p> <p>PLC Coach will provide professional development delivery and support by coordinating, facilitating, and conducting weekly content area Professional Learning Communities (PLC); coordinating and serving on the Instructional Leadership Team (ILT); coordinating and leading District and ILT professional learning opportunities; serving as ELA Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams (Principal); Shannon Marszalek (PLC Coach)	05/16/2025	Title I Funds General Funds	
	<p>[A 2.2.3] Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL).</p> <p>Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities.</p>	Reginald Williams (Principal); Stephani Floyd (Vice Principal); Shannon Marszalek (PLC Coach)	04/30/2025	Title I Funds General Funds	
	<p>[A 2.2.4] Provide opportunities for parent engagement and training (FACE).</p> <p>Provide monthly opportunities for parents to engage in their students' education via informational sessions and trainings on how to support mathematical skill attainment and student achievement and growth on mathematics assessments, especially for TSI designated student groups BHNA and Black or African American.</p>	Reginald Williams (Principal); Stephani Floyd (Vice Principal); David Ellis (Assistant Principal); Shannon L. Marszalek (PLC Coach)	04/30/2025	Title I Funds General Funds	
<p>[S 2.3] Targeted Interventions and Personalized Learning,</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to</p>	<p>[A 2.3.1] Offer RTI A Tier II and Tier III courses during the instructional day.</p> <p>Students will complete an entire cycle of progress monitoring and support (weekly/quarterly) using iReady.</p>	Deborah Pruett (Interventionist); Anne Webb (Assistant Principal)	05/16/2025	Sped Funds General Funds	

<p>meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <p>Daily SPED and ESL Push in Support for ELA and Math courses</p> <p>Monthly Progress Monitoring data review of students' performance in targeted intervention (i-Ready)</p> <p>**Effectiveness**</p> <p>85% of SPED and ESL students show growth (3%) on School Level CFAs</p> <p>85% of students progressing with targeted intervention (monthly)</p>					
	<p>[A 2.3.2] Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC intervention to determine eligibility during the instructional day.</p> <p>Students will complete an entire cycle of progress monitoring and support (weekly/quarterly) using iReady to address targeted skill deficits in mathematics during intervention. Students will complete an entire cycle of progress monitoring and support (weekly/quarterly) using iReady to determine eligibility during Intervention.</p>	<p>Anne Webb (Assistant Principal); Lue Newberry (Sped Chair); Deborah Pruett (Interventionist); Chantal Hess Taylor (Sped Teacher)</p>	05/16/2025	<p>Sped Funds</p> <p>General Funds</p>	
	<p>[A 2.3.3] Offer ESL courses by WIDA/ELPA 21-ability level and ELD courses for additional language development during the instructional day.</p> <p>ESL courses will be offered by grade and ability level for all eligible EL students (yearly).</p>	<p>David Ellis (Assistant Principal); Ryan Littman (ESL Teacher); David O'Brien</p>	05/23/2025	<p>ESL Funds</p> <p>General Funds</p>	

	Additionally, school will offer ELD courses which provide an additional support period for especially vulnerable EL populations within first two calendar years of entry into the US.	(ESL Teacher); Shelly Eichman (ESL Chair); Courtney Merriweather (ESL Teacher); Davida Smith Keita (ESL Teacher)			
	[A 2.3.4] Provide weekly no cost tutoring for all content areas outside of the instructional day. All teachers will offer at least forty-five minutes of tutoring for all students including out TSI identified student groups (BHNA and Black or African American) outside of the instructional day weekly to provide additional support to students so that he/she can attain content mastery.	Shannon L. Marszalek (PLC Coach); Stephani Floyd (Vice Principal); David Ellis (Assistant Principal)	05/16/2025	Title I Funds General Funds	
	[A 2.3.5] Continue DEC inclusion co-teaching in mathematics. DEC inclusion co-teachers will work collaboratively with mathematics content teachers weekly to design and deliver appropriate scaffolds and accommodations for SWD.	Anne Webb (Assistant Principal); Deborah Pruett (Interventionist); Lue Newberry (Sped Chair)	05/23/2025	Title I Funds Sped Funds	
	[A 2.3.6] ESL push-in co-teaching in mathematics. ESL push-in co-teachers will work collaboratively with mathematics content teachers weekly to design and deliver appropriate scaffolds and accommodations for EL students.	Anne Webb (Assistant Principal); Shelly Eichman (ESL Chair)	05/23/2025	Title I Funds ESL Funds	

[G 3] College and Career Readiness

Overton High School will improve the percentage of students meeting Ready Graduate Status for Cohort 2025 from 11.3% in 2023 - 2024 to 14.3% in 2024 - 2025.

*accountability lag year and assuming goal was met prior year.

Performance Measure

Performance effectiveness will be measure by the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p>Benchmark Indicator **Implementation**</p> <p>Semester Review of ACT Data to monitor improvements in 21+ scores</p> <p>Semester Attendance Roster Review of ACT Workshops to demonstrate student exposure and opportunity for skill building for test mastery</p> <p>**Effectiveness**</p> <p>3% improvement in students scoring 21+ (each semester)</p> <p>95% Attendance for ACT Workshops (each semester)</p>	<p>[A 3.1.1] Continue to offer ACT Prep elective during the instructional day. Continue to offer yearly ACT Prep English/Reading, ACT Prep Mathematics, and ACT Prep Science elective course offerings targeting 12th grade students who have yet to score an ACT Composite of 21 or higher, followed by all 11th grade students.</p>	Lois Simmons (Instructional Facilitator); Lavette Ward (ACT Lead); Yushunti Green (Guidance Counselor); Mandy Day (Guidance Counselor)	05/23/2025	Title I Funds General Funds	
	<p>[A 3.1.2] Promote District and community ACT Prep and offer school ACT Prep beyond the instructional day. School will actively promote and incentivize each semester attendance of/participation in District and community Saturday ACT Prep Sessions. In the event that District-sponsored events are at</p>	Lois Simmons (Instructional Facilitator); Lavette Ward (ACT Lead)	03/28/2025	Title I Funds General Funds	

	capacity, school will host its own ACT Prep Sessions during the spring semester and provide additional access to practice resources.				
	<p>[A 3.1.3] Provide opportunities for parent engagement and training (FACE).</p> <p>Provide monthly opportunities for parents to engage their students' education via informational sessions and trainings on how to support good test-taking, ACT Prep, why the ACT is important, and how to improve students' scores, especially for TSI designated student groups BHNA and Black or African American.</p>	Lois Simmons (Instructional Facilitator); Yushunti Green (Guidance Counselor); Lavette Ward (ACT Lead)	03/28/2025	Title I Funds General Funds	
	<p>[A 3.1.4] Support a rich learning environment for students.</p> <p>Secure equipment, materials, supplies, and support once funding is available to enhance semester long/yearlong ACT Prep efforts.</p>	Shannon Marszalek (PLC Coach); Lois Simmons (Instructional Facilitator); Sheryl Myers (Financial Secretary); Laura Cunningham (Media Specialist)	05/30/2025	Title I Funds General Funds	
	<p>[A 3.1.5] Provide instructional support via Instructional Facilitator</p> <p>Instructional Facilitator will provide monthly instructional support by coordinating new teacher mentoring and new to school on-boarding and training; serving on the Instructional Leadership Team (ILT) (bimonthly); coordinating school ACT Prep efforts (each semester); serving as school AP Coordinator and Honors Liaison; serving as Social Studies Admin Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams (Principal); Lois Simmons (Instructional Facilitator)	04/30/2025	Title I Funds General Funds	
	<p>[A 3.1.6] Provide Additional Community Support for ACT Prep</p> <p>The school will partner with local, state, and</p>	Lois Simmons (Instructional Facilitator);	03/28/2025	Title I Funds	

	national vendors to offer additional training, resources, and support for both students (11th/12th grades) and teachers of ACT Prep classes.	Yushunti Green (Guidance Counselor); Lavette Ward (ACT Lead)		General Funds	
<p>[S 3.2] Early Post-Secondary Opportunities 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>Benchmark Indicator **Implementation**</p> <p>Semester Review of Advanced Academic Course Offerings and Enrollment</p> <p>Semester Review of EPSO Courses and Enrollment</p> <p>**Effectiveness**</p> <p>3% Increase in Advanced Academic Course Offerings and/or Enrollment (each semester)</p> <p>3% Increase in EPSO Courses and/or Enrollment (each semester)</p>	<p>[A 3.2.1] Recruit and retain students for advanced coursework (Advanced Placement (AP), Statewide Dual Credit (SDC), Dual Enrollment (DE), and College and Career Technical Education (CCTE)). Yearly, develop and execute a comprehensive recruitment and placement/enrollment plan for advanced coursework (AP, SDC, DE) and college and career technical education (CCTE) that will include data-driven student potential identification, master schedule course offering maximization, a streamlined application process where applicable, and a robust parent event.</p>	Stephani Floyd (Vice Principal); David Ellis (Assistant Principal); Lois Simmons (Instructional Facilitator); Melanie McGuire (Graduation Coach); Yushunti Green (Guidance Counselor); Mandy Day (Guidance Counselor); Travillion Jefferson (Guidance Counselor)	05/16/2025	Title I Funds General Funds CCTE Funds	
	<p>[A 3.2.2] Support a rich learning environment for students. Secure equipment, materials, supplies, and support when funds are available to enhance classroom instruction according to the School Improvement Plan.</p>	Shannon Marszalek (PLC Coach); Sheryl Myers (Financial Secretary); Laura Cunningham (Media Specialist)	05/30/2025	Title I Funds General Funds CCTE Funds ISM Grant	

	<p>[A 3.2.3] Provide instructional and program support via Assistant Principal. Assistant Principal will provide instructional and program support by monitoring and managing the Optional Schools Program for the Creative and Performing Arts (CAPA) (quarterly); coordinating school recruitment (quarterly), marketing, and communications (monthly); coordinating school special events (monthly); serving as Fine Arts Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams (Principal); Anne Webb (Assistant Principal)	05/30/2025	Optional Funds General Funds	
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities 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>Benchmark Indicator **Implementation**</p> <p>Semester Review of CCTE Courses and Enrollment</p> <p>Semester Review of Student Transcripts to Analyze Pathways to Support Industry Certifications</p> <p>**Effectiveness**</p> <p>3% Increase in CCTE Course Offerings and/or Enrollment (each semester)</p> <p>85% of Students Enrolled in CCTE receiving Industry Certifications (each semester)</p>	<p>[A 3.3.1] Naviance program to assist students in early high school grades with identifying interests and career expectations. Yearly, students will be guided in using Naviance program to identify post-secondary interests in order to assist them in choosing courses for their four-year plan.</p>	Ronnie Dukes (Assistant Principal), Mandy Day (Guidance Counselor), Yushunti Green (Guidance Counselor), Travallion Jefferson (Guidance Counselor), Melanie McGuire (Graduation Coach)	12/20/2024	General Funds Title I Funds	
	<p>[A 3.3.2] Work-Based Learning Program created for Audio Visual Production Level IV and Marketing Program Yearly, students in the Audio-Visual Production</p>	Anne Webb (Assistant Principal); Ronnie Dukes	05/23/2025	General Funds CCTE Funds	

	Program and Marketing can enroll in Audio Visual Production and Marketing Level IV Work-Based Learning course to provide real world work experience.	(Assistant Principal); Melanie McGuire (Graduation Coach); Joel Valdez (CCTE Chair); Andrea Harris (CCTE Teacher)		ISM Grant	
	<p>[A 3.3.3] Provide opportunities for Early Post Secondary Opportunities (EPSOs), CCTE Courses (Industry Certifications), Advanced Placement Courses, and Dual Credit Courses.</p> <p>Quarterly, students are monitored for aptitude skills and progress to be recommended for opportunities to take EPSOs, CCTE Courses, AP Courses, and DC Courses. ESL mentoring program (weekly/monthly) focuses on EL and ESL student population.</p>	Stephani Floyd (Vice Principal), Lois Simmons (Instructional Facilitator), Mandy Day (Guidance Counselor), Travallion Jefferson (Guidance Counselor), Melanie McGuire (Graduation Coach), Yushunti Green (Counselor), Shelly Eichman (ESL Chair)	05/30/2025	General Funds CTTE Funds ISM Grant	
<p>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</p> <p>****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Benchmark Indicator</p>	<p>[A 3.4.1] Monitor and Maintain Data Collection from Power BI</p> <p>Monitor and maintain data collection from Power BI for academic (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other risk factors to improve grade-level promotion and graduation rate.</p>	Mandy Day (Guidance Counselor); Yushunti Green (Guidance Counselor); Melanie	05/30/2025	General Funds Title I Funds	

<p>**Implementation**</p> <p>Semester Review of Transcripts to Determine Course Offerings and Educational Placement</p> <p>Semester Review of Effectiveness of Transition Programs</p> <p>**Effectiveness**</p> <p>100% of Students Enrolled in Correct Courses (each semester)</p> <p>85% Positive Feedback from Parent and Student Evaluation Survey Data (each semester)</p>	<p>Special attention paid to BHNA and Black or African American students.</p>	<p>McGuire (Graduation Coach); Travillion Jefferson (Guidance Counselor); Latresse Noel (Guidance Counselor)</p>			
	<p>[A 3.4.2] Operate Student Orientations for incoming students. Yearly, design and operate a student orientation session for first-time incoming students (9th grade) to acclimate them to high school expectations for success.</p>	<p>David Ellis (Assistant Principal); Yushunti Green (Guidance Counselor); Mandy Day (Guidance Counselor); Travillion Jefferson (Guidance Counselor); Latresse Noel (Guidance Counselor)</p>	07/31/2025	<p>Title I Funds</p> <p>General Funds</p>	
	<p>[A 3.4.3] Facilitate grade, course recovery, Project Graduation and new coursework to meet on-time graduation requirements. Implement and monitor quarterly a comprehensive grade and course recovery program for all core content areas and/or graduation requirements. Additionally, where necessary, school will promote and utilize new coursework via Project Graduation to assist students with on-time graduation.</p>	<p>Mandy Day (Guidance Counselor); Yushunti Green (Guidance Counselor); Travillion Jefferson</p>	05/30/2025	<p>Title I Funds</p> <p>General Funds</p>	

		(Guidance Counselor); Latresse Noel (Guidance Counselor); Melanie McGuire (Graduation Coach)			
	<p>[A 3.4.4] Provide instructional and program support via Professional School Counselors, AdviseTN College and Career Consultant, and Graduation Coaches.</p> <p>Professional School Counselors, Advise TN College and Career Counselor, and Graduation Coaches will provide instructional and program support for transitioning from middle to high school and high school to post-secondary opportunities by monitoring and maintaining data from Power BI (quarterly); conducting academic counseling with all students (weekly); creating and maintaining graduation cohort trackers (quarterly); conducting transcript reviews and course counseling (yearly); and organizing and leading student and parent college and career events (monthly).</p>	Reginald Williams (Principal); Mandy Day (Guidance Counselor); Yushunti Green (Guidance Counselor); Travillion Jefferson (Guidance Counselor); Latresse Noel (Guidance Counselor); Melanie McGuire (Graduation Coach), Stacy Kelly (Advise TN Counselor)	05/30/2025	Title I Funds General Funds	
	<p>[A 3.4.5] Create and maintain grade-level graduation cohort trackers.</p> <p>Professional School Counselors will create and maintain grade-level graduation cohort trackers to monitor quarterly student academic performance (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other (special group membership) risk factors to improve grade-level promotion and graduation rate.</p>	Mandy Day (Guidance Counselor); Yushunti Green (Guidance Counselor); Travillion Jefferson	05/30/2025	Title I Funds General Funds	

	Professional school counselors will monitor cohort membership early and often (quarterly), especially following up on students who fail to enroll for the school year and coordinating with School Records Secretary to maintain accurate and complete accounting for transfer students.	(Guidance Counselor); Latrese Noel (Guidance Counselor)			
[G 4] Safe and Healthy Students Overton High School will decrease chronic absenteeism rates from 38.0% in 2023 - 2024 to 35.0% in 2024 - 2025.					
Performance Measure Interventions and supports will be measured using the following:					
* PowerSchool Data * PowerBI Data * Share Point					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.	[A 4.1.1] Monitor and maintain Student Academic Intervention Binders Monitor and maintain Student Academic Intervention Binders for academic (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other risk factors to improve daily attendance and student behavior.Special attention paid to BHNA and African American students.	Ronnie Dukes (Assistant Principal); David Ellis (Assistant Principal); Mandy Day (Guidance Counselor); Yushunti Green (Guidance Counselor); Travillion Jefferson (Guidance Counselor); Latresse Noel (Guidance Counselor)	05/23/2025	General Funds Title I Funds	
Benchmark Indicator **Implementation** Review of 20 Day Reporting Period Data (Attendance and Discipline) Monthly Monitoring of Supports (Family Engagement Specialists/Behavioral Specialists/Attendance Secretaries) for implementation of support strategies **Effectiveness** 90% Student Attendance Rate (every 20 day)					

10.2% Suspension Rate (monthly)					
	[A 4.1.2] Continue RTI B Plan implementation. Continue RTI B Plan implementation, focusing on reinforcing positive behavior.	Ronnie Dukes (Assistant Principal); Melanie McGuire (Graduation Coach)	05/23/2025	General Funds	
	[A 4.1.3] Continue and expand community partnerships to address student social emotional learning needs. Continue and expand community partnerships to offer incentives, resources, student mentoring, and support for programs to address students' social emotional learning needs (attendance, chronic absenteeism, discipline).	David Ellis (Assistant Principal); Chantel Cathey (Family Engagement Specialist)	05/30/2025	Title I Funds General Funds	
	[A 4.1.4] Provide student discipline support via ISS Monitor and Reset Room Monitor. ISS Monitor and Reset Room Monitor will provide discipline support by monitoring students in in-school-suspension or Reset Room respectively, allowing more days in school versus out-of-school suspension. ISS Monitor will utilize a character-building curriculum for at-risk students with a focus on restorative justice practices that re-establish the student's relationship with the school community. Reset Room Monitor will utilize a variety of behavior techniques to calm and center disruptive students so that they may return to their classrooms and resume their instructional day.	Reginald Williams (Principal); Ronnie Dukes (Assistant Principal)	05/23/2025	General Funds Title I Funds	
[S 4.2] Professional Development 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. Benchmark Indicator	[A 4.2.1] Provide individual, content area, and school-wide professional development to improve teacher practice and school operations. Secure equipment, materials, supplies, and support to enhance teacher practice and school operations for individual teachers, content area teams, and whole school faculty and staff, especially for	Ronnie Dukes (Assistant Principal); David Ellis (Assistant Principal); Shannon L. Marszalek (PLC Coach);	05/30/2025	Title I Funds General Funds	

<p>**Implementation**</p> <p>Monthly Review of ILT Cycles of Professional Learning</p> <p>20 Day Reporting Cycle Data Review (Attendance and Discipline)</p> <p>**Effectiveness**</p> <p>85% of Teachers Implementing the Instructional Strategies learned during the monthly Cycle of Professional Learning review</p> <p>90% Student Attendance and Adherence to Discipline Policies (every 20 days)</p>	<p>support of TSI designated BHNA and Black or African American students.</p>	<p>Sheryl Myers (Financial Secretary)</p>			
	<p>[A 4.2.2] Provide new and struggling teacher mentoring and support. Provide on-going, research-based professional development (including from local, state, and national vendors) for teachers and staff through various activities, including modeling effective instructional practices and classroom management strategies; acting as a coach and support to teachers; and modeling effective intervention strategies.</p>	<p>Lois Simmons (Instructional Facilitator); Shannon Marszalek (PLC Coach)</p>	03/28/2025	<p>Title I Funds</p> <p>General Funds</p>	
	<p>[A 4.2.3] Provide school-wide attendance procedures training. Provide explicit and thorough training to all faculty and staff on how to properly code daily student attendance, especially for special schedules (state and local assessments) and field trips to ensure accuracy.</p>	<p>Ronnie Dukes (Assistant Principal)</p>	08/30/2024	<p>General Funds</p>	
<p>[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator</p>	<p>[A 4.3.1] Provide parent and student support via Bilingual Mentor. Bilingual Mentors will provide parent and student support by offering translation services as well as monitoring and tracking EL and Hispanic student academic, attendance, and behavioral issues. Bilingual Mentor will assist with organizing and</p>	<p>Reginald Williams (Principal); Alejandra Ramirez (Bilingual Mentor); Jatsuiry</p>	05/30/2025	<p>General Funds</p>	

<p>**Implementation**</p> <p>20 Day Data Review (Attendance and Discipline)</p> <p>Monthly Attendance and Survey Data Review for Parent Events/PD</p> <p>**Effectiveness**</p> <p>Impacts on Attendance and Discipline Data following Family Engagement Events (95% Attendance - every 20 days)</p> <p>10% of School Population Represented by Parent Attendance at Parent Events/PD and Positive Survey Data (monthly)</p>	<p>delivering parent engagement activities and trainings for EL and Hispanic students.</p>	<p>Guiterrez (Bilingual Mentor)</p>			
	<p>[A 4.3.2] Provide parent and student support via additional Attendance Secretary.</p> <p>Additional Attendance Secretary will provide parent and student support by assisting in the monitoring and tracking of daily student attendance and truancy.</p>	<p>Reginald Williams (Principal); Ronnie Dukes (Assistant Principal); Shanoreca Bailey-Jordan (Attendance Secretary)</p>	05/23/2025	General Funds	
	<p>[A 4.3.3] Provide opportunities for parent engagement and training (FACE).</p> <p>Provide monthly opportunities for parents to engage in their students' education via informational sessions and trainings on how to support social emotional learning, especially for TSI student groups BHNA and Black or African American. Involve parents on important topics: school readiness, curriculum, high school readiness, college prep, safe schools, attendance.</p>	<p>Reginald Williams (Principal); Stephani Floyd (Assistant Principal); David Ellis (Assistant Principal); Shannon L. Marszalek (PLC Coach)</p>	03/28/2025	<p>Title I Funds</p> <p>General Funds</p>	