

Mitchell High Annual Plan (2024 - 2025)

Last Modified at Nov 21, 2024 03:43 PM CST

**[G 1] For the 2024-2025 school year, Mitchell High School will increase its ELA TNReady proficiency by moving students who demonstrate "Meeting/Exceeding Expectations" levels from 14.43% (SY 23) to 25.0% (SY 24-25).**

**\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\***

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

**District Turnaround Plan Goal**

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Rationale ----- Mitchell High School teachers will use good first teaching, knowledge of content standards, effective planning, and delivery of instruction to align classroom instruction to performance based objectives that positively impact student achievement and support the mastery of TNReady State Standards in English Language Arts.</p> <p>Supporting Data ----- Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in English Language Arts from 65.7% in the Fall 2023 to 57.5% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching</p>	<p><b>[A 1.1.1] Analyze Student Data</b> Description ----- Teachers will analyze school level formative assessment and classroom performance data using Progress Learning intervention support and tracking program, Microsoft TEAMS and various other online learning platforms/supports for blended learning from August 2024 - May 2025. Teachers will use the data to adjust instructional practices and to provide interventions that are aligned to TNReady Standards and Assessments.</p> <p>Implementation ----- * Quarterly Formative/Benchmark Assessments * Weekly Informal Observation Tool and Supports * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the</p>	<p>Crystal N. Cooper-MHS Title I PLC Coach and Marquita Y. Rice-MHS Instructional Facilitator</p>	<p>05/30/2025</p>	<p>School Based Budget</p>	

<p>Expectations" level from 9% (Fall 2023) to 11.28% (Spring 2024) on the above mentioned assessments. Quarterly formative assessment data will show a 5% increase of students on track and mastery. IPG will show that 85% of teachers are implementing practices from the professional learning. Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Weekly Informal Observation Tool and Supports</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Mastery Connect Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE</li> </ul>	<p>identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</p> <ul style="list-style-type: none"> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher.</li> <li>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</li> <li>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</li> </ul>				
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<p>scores of 3 or higher.</p> <p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p>	<p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p>				
	<p><b>[A 1.1.2] Standards-Aligned Lesson Planning</b> Description -----</p> <p>Mitchell High School teachers will work bi-weekly in PLCs and ILT collaborative planning sessions with administration to create lesson plans and receive support for lesson presentations that are aligned to TNReady State Standards in an effort to ensure academic standards are aligned with the lessons being taught and how students are assessed.</p> <p>Implementation -----</p> <p>* Quarterly Formative/Benchmark Assessments * Weekly Informal Observation Tool and Supports * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the</p>	<p>Kelvin M. Meeks-MHS Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator</p>	<p>05/30/2025</p>	<p>School Based Budget</p>	

identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.

- \* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.
- \* Quarterly Formal (TEM) and Bi-weekly Informal Observations

Effectiveness

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- \* Formative assessment data results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Mastery Connect Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).
- \* Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher.
- \* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.
- \* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.

	<p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p>				
	<p><b>[A 1.1.3] Supporting Rich Learning Environments</b> Description -----</p> <p>Purchase and secure supplies, materials, equipment, and resources each quarter that support English Language Arts academic achievement and growth so that both students and teachers have more opportunities to engage in multiple ways and demonstrate their understanding of the TNReady standards.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Weekly lesson plans</li> <li>* Daily exit tickets</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul> <p>Effectiveness -----</p>	<p>Kelvin M. Meeks-MHS Principal and Crystal N. Cooper, MHS Title I PLC Coach</p>	<p>03/07/2025</p>	<p>TAG 4.0 [\$16117.17]</p> <p>Title I</p> <p>SSIG 2.0</p>	

	<p>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p> <p>* Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher.</p> <p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p> <p>Total Allocation: \$70,122.66</p>				
	<p><b>[A 1.1.4] High Impact Instructional Strategies</b> Description -----</p>	<p>Crystal N. Cooper-MHS Title I PLC</p>	<p>05/30/2025</p>	<p>Title I</p>	

	<p>ELA teachers will use researched based strategies, such as, annotation and process of elimination to deliver content and create tasks that support student mastery of the content standards,</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or</li> </ul>	<p>Coach and Marquita Y. Rice-MHS Instructional Facilitator</p>			
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	<p>above 90% per visit.</p> <ul style="list-style-type: none"> <li>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</li> <li>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</li> </ul>				
<p><b>[S 1.2] Profesional Development</b> Rationale -----</p> <p>Mitchell High School Administrators and ILT Lead Teachers will utilize data from formal and informal observations to focus on developing areas of needed professional development to increase student academic achievement. Provide high quality external and internal professional development opportunities for all faculty and staff. MHS Administration and Teachers will strive to create content specific professional development to ensure that all Mitchell High School classroom teachers understand and can deliver appropriate content to student learners.</p> <p>Supporting Data -----</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in English Language Arts from 65.7% in the Fall 2023 to 57.5% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 9% (Fall 2023) to 11.28% (Spring 2024) on the above mentioned</p>	<p><b>[A 1.2.1] TNReady Standard Training Sessions</b> Description -----</p> <p>School-level and district-level coaches will develop and implement professional development each semester based on the results of teacher evaluation scores. The MHS administration will prepare and provide targeted collective and individual professional development sessions to assist teachers with instructional task alignment and implementation of the TNReady Instructional Shifts/Standards. Mitchell High School will use resources provided through district coaches/coaching, internal coaches/coaching, ILT teams with Master Teachers, and departmental PLC meetings. Through weekly PLC meetings, Mitchell High School will carry out professional development training that centers around deeply understanding and aptly implementing all parts of the TNReady Standards.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the</li> </ul>	<p>Kelvin M. Meeks-MHS Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator</p>	<p>05/30/2025</p>	<p>MSCS District Resource Allocation</p>	



<p>assessments.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly informal observation tool</li> <li>* Monthly professional development agenda and minutes</li> <li>* Quarterly Progress Learning Data</li> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Weekly Informal Observation Tool and Supports</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Bi-weekly informal observation tool indicates that at least 30% of teachers move from 3 to 4 or better on TEM indicators.</li> <li>* Monthly PD will result in at least 95% of teachers demonstrating effective implementation of instructional practices.</li> <li>* Quarterly Progress Learning data will reflect a 10% increase on formative assessment scores.</li> <li>* Formative assessment data results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Mastery Connect Formative</li> </ul>	<p>identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</p> <ul style="list-style-type: none"> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Mastery Connect Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</li> <li>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</li> <li>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</li> </ul>				
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<p>Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p>					
	<p><b>[A 1.2.2] Implement Effective Instructional Research Based Literacy/Numeracy Strategies</b></p> <p>Description -----</p> <p>Teachers will work monthly in collaboration with the administration and the ILT to acquire and utilize strategies for instruction that will assist students with below proficient performance scores and successfully increase student achievement with TNReady State Standards. Teacher Training on Implementing Effective Reading/Language Arts Instructional Literacy and Numeracy Strategies and Standards/Performance Based Objectives will be offered each semester. Mitchell High School ELA Teachers will use district curricular resources and literacy strategies to support demonstration of performance-based objectives of the TNReady Standards. Daily use in of instructional</p>	<p>Crystal N. Cooper-MHS Title I PLC Coach, Marquita Y. Rice-MHS Instructional Facilitator, and Deanna Dye-Memphis-Shelby County Schools District Personnel</p>	<p>05/30/2025</p>	<p>School Based Budget</p> <p>MSCS District Resource Allocation</p> <p>Title I</p>	

literacy/numeracy strategies in each classroom that are designed to advance student mastery of TNReady Standards using both internal and external resources.

Implementation

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- \* Quarterly Formative/Benchmark Assessments
- \* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.
- \* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.
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Effectiveness

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	<p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p>				
	<p><b>[A 1.2.3] Teacher Effectiveness Measure (TEM) Training Sessions</b> Description -----</p> <p>School-level and district-level coaches/personnel will develop and implement professional development each semester based on the results of previous teacher evaluations. Team will determine a focus based on the need indicated by the data and conduct "deep dive" sessions around the necessary TEM indicators for performance reinforcement to ensure that teachers understand all and are meeting minimum performance effectiveness measures.</p> <p>Implementation -----</p> <p>* Quarterly Formative/Benchmark Assessments * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</p>	<p>Kelvin M. Meeks-MHS Principal, Kenya N. Minor-MHS Vice Principal, and Crystal N. Cooper-MHS Title I PLC Coach</p>	<p>05/30/2025</p>	<p>MSCS District Resource Allocation</p>	

	<p>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</p> <p>Effectiveness -----</p> <p>* Formative assessment data results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Mastery Connect Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p>				
	<p><b>[A 1.2.4] Novice Teacher Mentors</b> Description -----</p> <p>Provide a stipend for lead teachers with 5 years of experience or more to mentor novice/struggling teachers. ELA, Math, and Science teachers will</p>	<p>Kelvin M. Meeks-MHS Principal, Kenya Minor-MHS Vice Principal, Crystal N.</p>	<p>03/07/2025</p>	<p>SSIG [\$5601.20]  Title I</p>	

	<p>receive specific support in classroom management and delivering research-based instructional practices.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly Informal Observation Tool</li> <li>* Bi-weekly Coaching Logs</li> <li>* Monthly Professional Development Presentations and Sign In Sheets-Classroom Mgmt. &amp; Content Knowledge -</li> <li>* Semester Book Study</li> <li>* Quarterly Meeting Agendas and Sign-in Sheets</li> <li>* Weekly Peer Observation Data/Reports</li> <li>* Bi-weekly Lesson Plans</li> <li>* Quarterly Stipend Pay Sheets</li> <li>* Quarterly Mentor Logs</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Weekly informal observation tool indicates that at least 30% of teachers will move to 3 or better on TEM indicators.</li> <li>* Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher.</li> <li>* At least 30% of teachers will move their LOE score from 2 to 3 (Annually)</li> <li>* Mentors and Novice Teachers will meet bi-weekly after school Thursdays 2:30-4:30pm</li> </ul> <p>Expenses - Teacher Mentors</p> <p>6 lead teacher types / mentor teachers - (mentor 6 novice teachers 0-3 years of experience) will be paid a stipend of \$1000/per semester = \$6000</p>	Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator			
<p><b>[S 1.3] Targeted Interventions and Personalized Learning</b> Rationale</p>	<p><b>[A 1.3.1] Additional Resources for Struggling Students</b> Description</p>	<p>Kelvin M. Meeks-MHS Principal,</p>	<p>05/30/2025</p>	<p>MSCS District</p>	

<p>-----</p> <p>Students will engage in Intervention/Literacy digital platforms to support student achievement and growth and provide academic assistance to struggling students. Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Supporting Data -----</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in English Language Arts from 65.7% in the Fall 2023 to 57.5% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 9% (Fall 2023) to 11.28% (Spring 2024) on the above mentioned assessments. Quarterly formative assessment data will show a 5% increase of students on track and mastery. IPG will show that 85% of teachers are implementing practices from the professional learning.</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul>	<p>-----</p> <p>Mitchell High School educators and administrators will work to develop daily intervention class schedules tailored to support student's identified needs based on student formative assessment data. These intervention schedules are designed to support students in the areas of literacy and numeracy during the school day.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Monthly Progress Monitoring Data</li> <li>* Monthly Data Team Meeting Minutes</li> <li>* Weekly Tutoring Logs</li> <li>* Progress Learning/Curriculum Digital Resources and Support (Weekly)</li> <li>* Mitchell Data Watch/Charting - Targeted Student Groups (Every Two Weeks)</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction and will result in teacher LOE scores of 3 or higher.</li> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 points on measured performance tasks.</li> </ul>	<p>Paula Lewis-RTI Lead Teacher, Crystal N. Cooper-MHS Title I PLC Coach</p>		<p>Resource Allocation</p>	
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<p>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</p> <p>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</p> <p>* Monthly Progress Monitoring Data</p> <p>* Monthly Data Team Meeting Minutes</p> <p>* Weekly Tutoring Logs</p> <p>* Progress Learning/Curriculum Digital Resources and Support (Weekly)</p> <p>* Mitchell Data Watch/Charting - Targeted Student Groups (Every Two Weeks) Effectiveness -----</p> <p>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction and will result in teacher LOE scores of 3 or higher.</p> <p>* Monthly progress monitoring data will reflect students increasing by at least 2-3 points on measured performance tasks.</p> <p>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to</p>	<p>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p>				
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<p>determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p>					
	<p><b>[A 1.3.2] Intervention Technology Support for Struggling Students</b></p> <p>Description -----</p> <p>Mitchell High School will provide Literacy/ELA and Math intervention support for Tier 2 and Tier 3 students using district mandated software 3-4 days each week that will promote differentiated instruction designed to meet the student's at their current learning levels and progressively move them to grade level based on their individual learning abilities and growth.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Monthly Progress Monitoring Data</li> <li>* Monthly Data Team Meeting Minutes</li> <li>* Weekly Tutoring Logs</li> <li>* Progress Learning/Curriculum Digital Resources and Support (Weekly)</li> <li>* Mitchell Data Watch/Charting - Targeted Student Groups (Every Two Weeks)</li> </ul> <p>Effectiveness -----</p>	<p>Paula Lewis-RTI Lead Teacher and Crystal N. Cooper-MHS Title I PLC Coach</p>	<p>05/30/2025</p>	<p>MSCS District Resource Allocation</p>	

	<ul style="list-style-type: none"> <li>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction and will result in teacher LOE scores of 3 or higher.</li> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 points on measured performance tasks.</li> <li>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</li> </ul>				
	<p><b>[A 1.3.3] Additional Instructional Time-Extended Learning</b> Description -----</p> <p>MHS students will be provided the opportunity for an additional direct instructional intervention with their subject area teacher 3 days a week for an hour each day through the use of Extended Learning Tutoring Programs.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly Tutoring Logs</li> <li>* Quarterly Formative/Benchmark Assessments</li> </ul>	<p>Kelvin M. Meeks-MHS Principal, Marquita Y. Rice-MHS Instructional Facilitator, and Crystal N. Cooper-MHS Title I PLC Coach</p>	<p>05/30/2025</p>	<p>SSIG/TAG 4.0 [\$15320.00]  Title I</p>	

	<ul style="list-style-type: none"><li>* Hourly Stipends/Pay Sheets (Weekly)</li><li>* Students Sign in Sheets (Weekly)</li><li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li><li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li></ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"><li>* Weekly tutoring logs will reflect at least 90% of targeted students are in attendance and will result in students scoring 80% or above on all assignments.</li><li>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</li><li>* Formative assessment data results (Progress Learning) in ELA will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li><li>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</li><li>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily</li></ul>				
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	<p>instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p> <p>* Progress Data from Progress Learning shows growth in students ELA and Math Scores by 10% (Quarterly)</p> <p>Expenses:</p> <p>Hourly Pay Rate of \$30.00 for teacher/teacher type to facilitate / monitor the Extended Learning program and students for Semester 1/Quarter 2 and Semester 2/Quarter 3:</p> <p>* (\$30.00 per hour * 4 Teachers / Staff * 4 Hours week for 9-week period = 1080* 4 = \$4320)</p> <p>* (\$30 * 4hrs per week * 4 teachers/teacher types * 9 weeks = \$4320)</p> <p>Time Frame: Tuesday-Fridays: 2:30-3:30pm-Outside Contractual Hours</p> <p>Purchase of Progress Learning software (\$11,000 for a 1 year subscription) = \$11,000.00 Total</p> <p>Target Student Focus Group- Algebra I (100 students) and English II (115 students)</p> <p>TAG 4.0</p> <p>Total = \$24,003.92</p>				
	<p><b>[A 1.3.4] Implement TNReady Standards and Performance Objectives Within Elective Course Instruction</b></p> <p>Description -----</p> <p>Elective subject area teachers will facilitate opportunities for students to engage in TNReady structured lessons daily that are specific to their</p>	<p>Kelvin M. Meeks-MHS Principal, Crystal N. Cooper, MHS Title I PLC Coach and Marquita Y. Rice, MHS</p>	<p>05/30/2025</p>	<p>School Based Budget</p>	

	<p>area of expertise or paired with a cross-curricular competency. Teachers will require students to demonstrate mastery of standard objectives for subject content with TNReady requirements. This practice is done school-wide in an effort to increase student perception and understanding of TN State Standards.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction and will result in teacher LOE scores of 3 or higher.</li> </ul>	Instructional Facilitator			
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	<p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p>				
	<p><b>[A 1.3.5] Educational Assistant</b> Description -----</p> <p>Recruit and hire an educational assistant to support high school ELA and math teachers to effectively improve student achievement outcomes, enhance teaching effectiveness, and foster a more inclusive and effective learning environment.</p> <p>Implementation -----</p> <p>* Quarterly Formative/Benchmark Assessments * Quarterly Formal (TEM) and Bi-weekly Informal Observations * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</p>	<p>Kelvin M. Meeks-MHS Principal</p>	<p>05/30/2025</p>	<p>SSIG 2.0</p>	

	<p>Effectiveness -----</p> <p>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</p>				
<p><b>[S 1.4] Support Novice or Struggling Teachers and School Leaders through Coaching and Mentoring</b></p> <p>Rationale -----</p> <p>Mentor teacher will provide professional development, pedagogy, instructional support, and Utilize data from formal and informal observations to focus on developing areas of needed professional development to increase student academic achievement. Provide high quality external and internal professional development opportunities for all faculty and staff. MHS Administration and Teachers will strive to create content specific professional development to ensure that all Mitchell High School classroom teachers understand and can deliver appropriate content to student learners.</p> <p>Supporting Data -----</p> <p>For the second semester of the 2023-2024, Novice/Struggling Teachers were paired with Teacher Mentors and Coaches for Academic Support in the Classroom. Novice teachers saw an increase in support for lesson delivery and student performance.</p>	<p><b>[A 1.4.1] Novice Teacher Mentors</b></p> <p>Description -----</p> <p>Provide a stipend for lead teachers with 5 years of experience or more to mentor novice/struggling teachers. ELA, Math, and Science teachers will receive specific support in classroom management and delivering research-based instructional practices.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Informal Observation Tool</li> <li>* Bi-weekly Coaching Logs</li> <li>* Monthly Professional Development Presentations and Sign In Sheets-Classroom Mgmt. &amp; Content Knowledge -</li> <li>* Semester Book Study</li> <li>* Quarterly Meeting Agendas and Sign-in Sheets</li> <li>* Bi-Weekly Peer Observation Data/Reports</li> <li>* Bi-weekly Lesson Plans</li> <li>* Quarterly Stipend Pay Sheets</li> <li>* Quarterly Mentor Logs</li> </ul> <p>Effectiveness -----</p>	<p>Kelvin M. Meeks-MHS Principal, Kenya N. Minor-MHS Vice Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator</p>	<p>03/07/2025</p>	<p>Title I  SSIG 2.0</p>	

<p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Bi-weekly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Coaching Logs (Bi-weekly)</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Weekly informal walkthrough data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher.</li> <li>* Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher.</li> <li>* Bi-weekly lesson plan reviews will show that 100% of targeted teachers are on track with following the curriculum and overall LOE scores will reflect level 3 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>* Weekly informal observation tool indicates that at least 30% of teachers will move to 3 or better on TEM indicators.</li> <li>* Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher.</li> <li>* At least 30% of teachers will move their LOE score from 2 to 3 (Annually)</li> <li>* Mentors and Novice Teachers will meet bi-weekly after school Thursdays 2:30-4:30pm</li> </ul>				
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**[G 2] For the 2024-2025 school year, Mitchell High School will increase its Mathematics TNReady proficiency by moving students who demonstrate "Meeting/Exceeding Expectations" levels from 4.13% (SY 23) to 25.0% (SY 24-25).**  
**\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\***

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



**District Turnaround Plan Goal**

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> Rationale -----</p> <p>Mitchell High School teachers will use good first teaching, knowledge of content standards, effective planning, and delivery of instruction to align classroom instruction to performance based objectives that positively impact student achievement and support the mastery of TNReady State Standards in English Language Arts.</p> <p>Supporting Data -----</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in Mathematics from 66.3% in the Fall 2023 to 52% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 7.4% (Fall 2023) to 11.82% (Spring 2024) on the above mentioned assessments. Quarterly formative assessment data will show a 5% increase of students on track and mastery. IPG will show that 85% of teachers are implementing practices from the professional learning. Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 2.1.1] Analyze Student Data</b> Description -----</p> <p>Teachers will analyze school level formative assessment and classroom performance data using Progress Learning intervention support and tracking program, Microsoft TEAMS and various other online learning platforms/supports for blended learning from August 2024 - May 2025. Teachers will use the data to adjust instructional practices and to provide interventions that are aligned to TNReady Standards and Assessments.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Weekly Informal Observation Tool and Supports</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations Effectiveness</li> </ul> <p>-----</p>	<p>Crystal N. Cooper-MHS Title I Coach and Marquita Y. Rice-MHS Instructional Facilitator</p>	<p>05/30/2025</p>	<p>School Based Budget</p>	

<p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Weekly Informal Observation Tool and Supports</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Mastery Connect Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher.</li> <li>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</li> <li>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell</li> </ul>	<ul style="list-style-type: none"> <li>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher.</li> <li>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</li> <li>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</li> <li>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</li> </ul>				
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<p>High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p>					
	<p><b>[A 2.1.2] Standards-Aligned Lesson Planning</b> Description -----</p> <p>Mitchell High School teachers will work bi-weekly in PLCs and ILT collaborative planning sessions with administration to create lesson plans and receive support for lesson presentations that are aligned to TNReady State Standards in an effort to ensure academic standards are aligned with the lessons being taught and how students are assessed.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Weekly Informal Observation Tool and Supports</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul> <p>Effectiveness -----</p>	<p>Kelvin M. Meeks-MHS Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator</p>	<p>05/30/2025</p>	<p>School Based Budget</p>	

	<p>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher.</p> <p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p>				
	<p><b>[A 2.1.3] Supporting Rich Learning Environments</b> Description -----</p> <p>Purchase and secure supplies, materials, equipment, and resources each quarter that support English Language Arts academic achievement and growth so that both students and teachers have more opportunities to engage in</p>	<p>Kelvin M. Meeks-MHS Principal and Crystal N. Cooper-MHS Title I PLC Coach</p>	<p>03/07/2025</p>	<p>TAG 4.0 [\$70122.66]</p> <p>Title I</p> <p>SSIG 2.0</p>	

multiple ways and demonstrate their understanding of the TNReady standards.

Implementation

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- \* Quarterly Formative/Benchmark Assessments
- \* Weekly Informal Observation Tool and Supports
- \* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.
- \* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.
- \* Quarterly Formal (TEM) and Bi-weekly Informal Observations

Effectiveness

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- \* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).
- \* Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher.
- \* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the

	<p>instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p> <p>Total Allocation: \$70, 122.66</p>				
	<p><b>[A 2.1.4] High Impact Instructional Strategies</b> Description -----</p> <p>Mathematics teachers will use researched based strategies, such as, annotation and process of elimination to deliver content and create tasks that support student mastery of the content standards,</p> <p>Implementation -----</p> <p>* Quarterly Formative/Benchmark Assessments * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional</p>	<p>Crystal N. Cooper, MHS Title I PLC Coach and Marquita Y. Rice, MHS Instructional Facilitator MHS Instructional Leadership Team</p>	<p>05/30/2025</p>	<p>Title I</p>	

	<p>Practices and High Impact Strategies.  * Quarterly Formal (TEM) and Bi-weekly Informal Observations</p> <p>Effectiveness  -----</p> <p>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).  * District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.  * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.  * Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p>				
<p><b>[S 2.2] Professional Development</b>  Rationale  -----</p> <p>Mitchell High School Administrators and ILT Lead Teachers will utilize data from formal and informal</p>	<p><b>[A 2.2.1] TNReady Standard Training Sessions</b>  Description  -----</p> <p>School-level and district-level coaches will develop and implement professional development each</p>	<p>Kelvin M. Meeks-MHS Principal,  Crystal N. Cooper-MHS Title I PLC</p>	<p>05/30/2025</p>	<p>MSCS District Resource Allocation</p>	

<p>observations to focus on developing areas of needed professional development to increase student academic achievement. Provide high quality external and internal professional development opportunities for all faculty and staff. MHS Administration and Teachers will strive to create content specific professional development to ensure that all Mitchell High School classroom teachers understand and can deliver appropriate content to student learners.</p> <p>Supporting Data -----</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in Mathematics from 66.3% in the Fall 2023 to 52% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 7.4% (Fall 2023) to 11.82% (Spring 2024) on the above mentioned assessments.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Weekly informal observation tool</li> <li>* Monthly professional development agenda and minutes</li> <li>* Quarterly formal observations</li> <li>* Quarterly Progress Learning Data</li> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Weekly Informal Observation Tool and Supports</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> </ul>	<p>semester based on the results of teacher evaluation scores. The MHS administration will prepare and provide targeted collective and individual professional development sessions to assist teachers with instructional task alignment and implementation of the TNReady Instructional Shifts/Standards. Mitchell High School will use resources provided through district coaches/coaching, internal coaches/coaching, ILT teams with Master Teachers, and departmental PLC meetings. Through weekly PLC meetings, Mitchell High School will carry out professional development training that centers around deeply understanding and aptly implementing all parts of the TNReady Standards.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Weekly Informal Observation Tool and Supports</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or</li> </ul>	<p>Coach, and Marquita Y. Rice-MHS Instructional Facilitator</p>			
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<p>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</p> <p>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</p> <p>Effectiveness -----</p> <p>* Bi-weekly informal observation tool indicates that at least 30% of teachers move from 3 to 4 or better on TEM indicators.</p> <p>* Monthly PD will result in at least 95% of teachers demonstrating effective implementation of instructional practices.</p> <p>* As a result of monthly Professional Development, LOE scores from Level 3 to Level 4 on TEM indicators will improve for 30% of educators.</p> <p>* Quarterly Progress Learning data will reflect a 10% increase on formative assessment scores.</p> <p>* Formative assessment data results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Mastery Connect Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily</p>	<p>higher with each Mastery Connect Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p> <p>* Bi-weekly informal observation tool indicates that at least 30% of teachers move from 3 to 4 or better on TEM indicators.</p>				
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<p>instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p> <p>* Bi-weekly informal observation tool indicates that at least 30% of teachers move from 3 to 4 or better on TEM indicators.</p>					
	<p><b>[A 2.2.2] Implement Effective Instructional Research Based Literacy/Numeracy Strategies</b></p> <p>Description -----</p> <p>Teachers will work monthly in collaboration with the administration and the ILT to acquire and utilize strategies for instruction that will assist students with below proficient performance scores and successfully increase student achievement with TNReady State Standards. Teacher Training on Implementing Effective Reading/Language Arts Instructional Literacy and Numeracy Strategies and Standards/Performance Based Objectives will be offered each semester. Mitchell High School ELA Teachers will use district curricular resources and literacy strategies to support demonstration of performance-based objectives of the TNReady Standards. Daily use in of instructional literacy/numeracy strategies in each classroom that are designed to advance student mastery of TNReady Standards using both internal and external resources.</p> <p>Implementation -----</p> <p>* Quarterly Formative/Benchmark Assessments  * Weekly Informal Observation Tool and Supports  * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the</p>	<p>Crystal N. Cooper-MHS  Title I PLC Coach,  Marquita Y. Rice-MHS  Instructional Facilitator, and  Foley-Memphis-Shelby County Schools District Personnel</p>	<p>05/30/2025</p>	<p>School Based Budget</p> <p>MSCS District Resource Allocation</p> <p>Title I</p>	

identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.  
\* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.  
\* Quarterly Formal (TEM) and Bi-weekly Informal Observations

Effectiveness

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\* Formative assessment data results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Mastery Connect Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).  
\* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.  
\* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.  
\* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.

	<p><b>[A 2.2.3] Teacher Effectiveness Measure (TEM) Training Sessions</b></p> <p>Description -----</p> <p>School-level and district-level coaches/personnel will develop and implement professional development each semester based on the results of previous teacher evaluations. Team will determine a focus based on the need indicated by the data and conduct "deep dive" sessions around the necessary TEM indicators for performance reinforcement to ensure that teachers understand all and are meeting minimum performance effectiveness measures.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Weekly Informal Observation Tool and Supports</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or</li> </ul>	<p>Kelvin M. Meeks-MHS Principal, Kenya N. Minor-MHS Vice Principal, and Crystal N. Cooper-MHS Title I PLC Coach</p>	<p>05/30/2025</p>	<p>MSCS District Resource Allocation</p>	
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	<p>higher with each Mastery Connect Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</p>				
	<p><b>[A 2.2.4] Novice Teacher Mentor</b> Description -----</p> <p>Provide a stipend for lead teachers with 5 years of experience or more to mentor novice/struggling teachers. ELA, Math, and Science teachers will receive specific support in classroom management and delivering research-based instructional practices.</p> <p>Implementation -----</p> <p>* Weekly Informal Observation Tool * Bi-weekly Coaching Logs * Monthly Professional Development Presentations and Sign In Sheets-Classroom Mgmt. &amp; Content</p>	<p>Kelvin M. Meeks-MHS Principal, Kenya N. Minor-MHS Vice Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator</p>	<p>03/07/2025</p>	<p>SSIG [\$5601.20]  Title I</p>	

	<p>Knowledge -</p> <ul style="list-style-type: none"> <li>* Semester Book Study</li> <li>* Quarterly Meeting Agendas and Sign-in Sheets</li> <li>* Weekly Peer Observation Data/Reports</li> <li>* Bi-weekly Lesson Plans</li> <li>* Quarterly Stipend Pay Sheets</li> <li>* Quarterly Mentor Logs</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Weekly informal observation tool indicates that at least 30% of teachers will move to 3 or better on TEM indicators.</li> <li>* Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher.</li> <li>* At least 30% of teachers will move their LOE score from 2 to 3 (Annually)</li> <li>* Mentors and Novice Teachers will meet bi-weekly after school Thursdays 2:30-4:30pm</li> </ul> <p>Expenses:</p> <p>Teacher Mentors 6 lead teacher types / mentor teachers - (mentor 6 novice teachers 0-3 years of experience) will be paid a stipend of \$1000/per semester = \$6000</p>				
<p><b>[S 2.3] Targeted Interventions and Personalized Learning</b> Rationale -----</p> <p>Students will engage in Intervention/Numeracy digital platforms to support student achievement and growth and provide academic assistance to struggling students. Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.</p> <p>Supporting Data</p>	<p><b>[A 2.3.1] Additional Resources for Struggling Students</b> Description -----</p> <p>Mitchell High School educators and administrators will work to develop daily intervention class schedules tailored to support student's identified needs based on student formative assessment data. These intervention schedules are designed to support students in the areas of literacy and numeracy during the school day.</p> <p>Implementation -----</p>	<p>Kelvin M. Meeks-MHS Principal, Paula Lewis-RTI Lead Teacher, Crystal N. Cooper-MHS Title I PLC Coach</p>	<p>05/30/2025</p>	<p>MSCS District Resource Allocation</p>	

<p>-----</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in Mathematics from 66.3% in the Fall 2023 to 52% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 7.4% (Fall 2023) to 11.82% (Spring 2024) on the above mentioned assessments. Quarterly formative assessment data will show a 5% increase of students on track and mastery. IPG will show that 85% of teachers are implementing practices from the professional learning. Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p><b>Benchmark Indicator Implementation</b></p> <p>-----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> <li>* Monthly Progress Monitoring Data</li> <li>* Monthly Data Team Meeting Minutes</li> <li>* Weekly Tutoring Logs</li> <li>* Progress Learning/Curriculum Digital Resources and Support (Weekly)</li> </ul>	<ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Monthly Progress Monitoring Data</li> <li>* Monthly Data Team Meeting Minutes</li> <li>* Weekly Tutoring Logs</li> <li>* Progress Learning/Curriculum Digital Resources and Support (Weekly)</li> <li>* Mitchell Data Watch/Charting - Targeted Student Groups (Every Two Weeks)</li> </ul> <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction and will result in teacher LOE scores of 3 or higher.</li> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 points on measured performance tasks.</li> <li>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</li> </ul>				
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<p>* Mitchell Data Watch/Charting - Targeted Student Groups (Every Two Weeks) Effectiveness -----</p> <p>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</p> <p>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction and will result in teacher LOE scores of 3 or higher.</p> <p>* Monthly progress monitoring data will reflect students increasing by at least 2-3 points on measured performance tasks.</p> <p>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</p> <p>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</p>					
	<p><b>[A 2.3.2] Intervention Technology Support for Struggling Students</b> Description</p>	<p>Paula Lewis-RTI Lead Teacher</p>	<p>05/30/2025</p>	<p>MSCS District</p>	



	<p>-----</p> <p>Mitchell High School will provide Literacy/ELA and Numeracy/Math intervention support for Tier 2 and Tier 3 students using district mandated software 3-4 days each week that will promote differentiated instruction designed to meet the student's at their current learning levels and progressively move them to grade level based on their individual learning abilities and growth.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Monthly Progress Monitoring Data</li> <li>* Monthly Data Team Meeting Minutes</li> <li>* Weekly Tutoring Logs</li> <li>* Progress Learning/Curriculum Digital Resources and Support (Weekly)</li> <li>* Mitchell Data Watch/Charting - Targeted Student Groups (Every Two Weeks)</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> <li>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction and will result in teacher LOE scores of 3 or higher.</li> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 points on</li> </ul>	<p>and Crystal N. Cooper-MHS Title I PLC Coach</p>		<p>Resource Allocation</p>	
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	<p>measured performance tasks.</p> <ul style="list-style-type: none"> <li>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</li> </ul>				
	<p><b>[A 2.3.3] Additional Instructional Time-Extended Learning</b>  Description  -----</p> <p>MHS students will be provided the opportunity for an additional direct instructional intervention with their subject area teacher 3 days a week for an hour each day through the use of Extended Learning Tutoring Programs.</p> <p>Implementation  -----</p> <ul style="list-style-type: none"> <li>* Weekly Tutoring Logs</li> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Hourly Stipends/Pay Sheets (Weekly)</li> <li>* Students Sign in Sheets (Weekly)</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> </ul>	<p>Kelvin M. Meeks-MHS Administration,  Marquita Y. Rice-MHS Instructional Facilitator, and  Crystal N. Cooper-MHS Title I PLC Coach</p>	<p>05/30/2025</p>	<p>SSIG/TAG 4.0  [\$15320.00]   Title I</p>	

	<p>Effectiveness -----</p> <ul style="list-style-type: none"><li>* Weekly tutoring logs will reflect at least 90% of targeted students are in attendance and will result in students scoring 80% or above on all assignments.</li><li>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</li><li>* Formative assessment data results (Progress Learning) in ELA will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li><li>* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.</li><li>* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.</li><li>* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction.</li><li>* Progress Data from Progress Learning shows growth in students ELA and Math Scores by 10% (Quarterly)</li></ul> <p>Expenses:</p>				
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	<p>Hourly Pay Rate of \$30.00 for teacher/teacher type to facilitate / monitor the Extended Learning program and students for Semester 1/Quarter 2 and Semester 2/Quarter 3: * (\$30.00 per hour * 4 Teachers / Staff * 4 Hours week for 9-week period = 1080* 4 = \$4320) * (\$30 * 4hrs per week * 4 teachers/teacher types * 9 weeks = \$4320) Time Frame: Tuesday-Fridays: 2:30-3:30pm-Outside Contractual Hours Purchase of Progress Learning software (\$11,000 for a 1 year subscription) = \$11,000.00 Total Target Student Focus Group- Algebra I (100 students) and English II (115 students) TAG 4.0</p> <p>Total = \$24,003.92</p>				
	<p><b>[A 2.3.4] Implement TNReady Standards and Performance Objectives Within Elective Course Instruction</b> Description -----</p> <p>Elective subject area teachers will facilitate opportunities for students to engage in TNReady structured lessons daily that are specific to their area of expertise or paired with a cross-curricular competency. Teachers will require students to demonstrate mastery of standard objectives for subject content with TNReady requirements. This practice is done school-wide in an effort to increase student perception and understanding of TN State Standards.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric</li> </ul>	<p>Kelvin M. Meeks-MHS Principal, Crystal N. Cooper, MHS Title I PLC Coach, and Marquita Y. Rice, MHS Instructional Facilitator</p>	<p>05/30/2025</p>	<p>School Based Budget</p>	

and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.  
\* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.

Effectiveness

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\* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).

\* Quarterly review of TEM observation data and bi-weekly review of informal observation data to monitor educators delivery of TNReady standard aligned lessons 90% of the time during classroom instruction and will result in teacher LOE scores of 3 or higher.

\* District Walkthrough and Observation data will be monitored quarterly through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Zoho. Data should show teachers implementing the practices of standard aligned core instruction with fidelity at or above 90% per visit.

\* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.

	<p><b>[A 2.3.5] Educational Assistant</b> Description -----</p> <p>Recruit and hire an educational assistant to support high school ELA and math teachers to effectively improve student achievement outcomes, enhance teaching effectiveness, and foster a more inclusive and effective learning environment.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Formative/Benchmark Assessments</li> <li>* Quarterly Formal (TEM) and Bi-weekly Informal Observations</li> <li>* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards.</li> <li>* Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2024, Winter 2024, and Spring 2025).</li> </ul>	Kelvin M. Meeks-MHS Principal	05/30/2025	SSIG 2.0 [\$31822.90]	
<p><b>[S 2.4] Support Novice or Struggling Teachers and School Leaders through Coaching and Mentoring</b></p>	<p><b>[A 2.4.1] Novice Teacher Mentors</b> Description -----</p>	Kelvin M. Meeks-MHS Principal,	03/07/2025	SSIG/TAG 4.0 [\$5601.20]	

<p>Rationale -----</p> <p>Mentor teacher will provide professional development, pedagogy, instructional support, and Utilize data from formal and informal observations to focus on developing areas of needed professional development to increase student academic achievement. Provide high quality external and internal professional development opportunities for all faculty and staff. MHS Administration and Teachers will strive to create content specific professional development to ensure that all Mitchell High School classroom teachers understand and can deliver appropriate content to student learners.</p> <p>Supporting Data -----</p> <p>For the second semester of the 2023-2024, Novice/Struggling Teachers were paired with Teacher Mentors and Coaches for Academic Support in the Classroom. Novice teachers saw an increase in support for lesson delivery and student performance.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>* Quarterly Formal (TEM) and Bi-weekly Informal Observations * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional</p>	<p>Provide a stipend for lead teachers with 5 years of experience or more to mentor novice/struggling teachers. ELA, Math, and Science teachers will receive specific support in classroom management and delivering research-based instructional practices.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Informal Observation Tool</li> <li>* Bi-weekly Coaching Logs</li> <li>* Monthly Professional Development Presentations and Sign In Sheets-Classroom Mgmt. &amp; Content Knowledge -</li> <li>* Semester Book Study</li> <li>* Quarterly Meeting Agendas and Sign-in Sheets</li> <li>* Bi-Weekly Peer Observation Data/Reports</li> <li>* Bi-weekly Lesson Plans</li> <li>* Quarterly Stipend Pay Sheets</li> <li>* Quarterly Mentor Logs</li> </ul> <p>Effectiveness -----</p> <p>Weekly informal observation tool indicates that at least 30% of teachers will move to 3 or better on TEM indicators.</p> <p>Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher.</p> <p>At least 30% of teachers will move their LOE score from 2 to 3 (Annually)</p> <p>Mentors and Novice Teachers will meet bi-weekly after school Thursdays 2:30-4:30pm</p>	<p>Kenya N. Minor-MHS Vice Principal, Crystal N. Cooper, MHS Title I PLC Coach, and Marquita Y. Rice, MHS Instructional Facilitator</p>		<p>Title I  SSIG 2.0</p>	
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<p>Practices and High Impact Strategies. * Coaching Logs (Bi-weekly)</p> <p>Effectiveness -----</p> <p>* Weekly informal walkthrough data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher. * Bi-weekly lesson plan reviews will show that 100% of targeted teachers are on track with following the curriculum and overall LOE scores will reflect level 3 or higher.</p>	<p>Expenses - Teacher Mentors</p> <p>6 lead teacher types / mentor teachers - (mentor 6 novice teachers 0-3 years of experience) will be paid a stipend of \$1000/per semester = \$6000</p> <p>Total= \$5601.20</p>				
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**[G 3] For the 2024-2025 school year, Mitchell High School will increase its Ready Graduate Rate(62.4%) and ACT Average(14.3) by 10% moving to 72.4% and 15. 7 composite for the upcoming cohort year.**  
**\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\***

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

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] ACT Preparation</b> Rationale -----</p> <p>9th through 11th grade students will have an</p>	<p><b>[A 3.1.1] ACT Prep Course Offerings</b> Description -----</p> <p>9th through 11th grade students will have an</p>	<p>Kelvin M. Meeks-MHS Principal, Dr. Partricka Cole and Rodney</p>	<p>05/30/2025</p>	<p>School Based Budget</p>	



<p>opportunity to receive differentiated/tiered learning supports facilitated by core subject area teachers scheduled during the regular school day.</p> <p>Supporting Data -----</p> <p>Mitchell High School saw an increase the percentage of students participating in the state wide standardized assessments (ACT). Participation rates increased by 27.2% in the 2022-2023 school year from 42.7% to 69.9%. There was also an increase in PSAT scores by 162.6 points from 647.4 to 810. Existing: Students should perform at or above the district average score in EPSO classes and on standardized tests. Performance outcomes should align with overall average increases each year.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Review of HS Transcripts/Report Cards</li> <li>* Quarterly Review ACT Prep Course Performance Data</li> <li>* Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</li> <li>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</li> <li>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving</li> </ul>	<p>opportunity to participate in ACT Prep Study Courses in English, Reading, Science, and Math facilitated by core subject area teachers scheduled during the regular instructional school day.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Review of HS Transcripts/Report Cards</li> <li>* Quarterly Review ACT Prep Course Performance Data</li> <li>* Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</li> <li>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</li> <li>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post-secondary success.</li> </ul>	<p>Jackson-MHS Professional School Counselors</p>			
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the best opportunities available with 90% fidelity for post secondary success.					
	<p><b>[A 3.1.2] Academic Enrichment and Intervention Supports</b></p> <p>Description -----</p> <p>9th through 12th grade students have an opportunity to enroll in ACT focused Academies (Saturday Workshops) beginning in the Fall in an effort to increase student composite ACT scores.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Review of HS Transcripts/Report Cards</li> <li>* Quarterly Review ACT Prep Course Performance Data</li> <li>* Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</li> <li>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</li> <li>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</li> </ul>	<p>Kelvin M. Meeks-MHS Principal, Antrel D. Daniel-MHS Exceptional Education Teachers, and Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors</p>	<p>05/30/2025</p>	<p>School Based Budget</p> <p>Special Education</p>	

<p><b>[S 3.2] Early Post-Secondary Opportunities</b> Rationale -----</p> <p>Weekly intervention for all students that is designed to bridge the gaps in academic achievement that foster graduation and long-term successes.</p> <p>Supporting Data -----</p> <p>Mitchell High School saw an increase the percentage of students participating in the state wide standardized assessments (ACT). Participation rates increased by 27.2% in the 2022-2023 school year from 42.7% to 69.9%. There was also an increase in PSAT scores by 162.6 points from 647.4 to 810.</p> <p>Existing: Students should perform at or above the district average score in EPSO classes and on standardized tests. Performance outcomes should align with overall average increases each year.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Review of HS Transcripts/Report Cards</li> <li>* Quarterly Review ACT Prep Course Performance Data</li> <li>* Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</li> <li>* Data from mock ACT Assessments of students</li> </ul>	<p><b>[A 3.2.1] Schoolwide Mentoring Program</b> Description -----</p> <p>All members of Mitchell High School's staff (Teachers and Support Personnel) will mentor designated students throughout the semester/school year who are at risk of failing classes/grade levels due to frequent attendance and discipline infractions with the purpose of increasing overall student academic performance.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Review of HS Transcripts/Report Cards</li> <li>* Quarterly Review ACT Prep Course Performance Data</li> <li>* Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</li> <li>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</li> <li>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</li> </ul>	<p>Kelvin M. Meeks-MHS Principal and Kenya N. Minor-MHS Vice Principal</p>	<p>06/30/2025</p>	<p>School Based Budget</p>	
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<p>enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</p> <p>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</p>					
	<p><b>[A 3.2.2] RTI2B Intervention and Supports</b> Description -----</p> <p>RTI2B team works with teachers and parents/stakeholders regularly by developing partnerships that encourage regular school attendance of target and at-risk students. The Behavior Specialist works with students to The Family Engagement Specialist, along with the SMS/Attendance secretary, will call parents each quarter regarding student absences and truancy reports. Communication via SMS/SchoolMessenger will be sent to parents daily informing parents of student's absences. Quarterly PBIS Team Meetings are conducted to develop strategies and determine next steps or actions by administration and teachers to boost daily student attendance.</p> <p>Implementation -----</p> <p>* Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness -----</p> <p>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing</p>	<p>Tonya L. Pryor-Family Engagement Specialist, Tisha Baker-Behavior Specialist, Kelvin M. Meeks-MHS Principal</p>	<p>05/30/2025</p>	<p>School Based Budget</p> <p>MSCS District Resource Allocation</p>	

	<p>at 70% or better in all core subject area classes.</p> <p>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</p> <p>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</p>				
	<p><b>[A 3.2.3] College and Career Readiness</b> Description -----</p> <p>Mitchell High School students will have the opportunity to participate in a range of classes (Advanced Placement, Dual Enrollment, ACT Prep, Career and Technology (CTE), Vocational, and Statewide Dual Credit) each semester during the school day that support career exploration and expectations by helping students identify career interests.</p> <p>Implementation -----</p> <p>* Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness -----</p> <p>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</p>	<p>Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors and Kelvin M. Meeks-MHS Principal</p>	<p>05/30/2025</p>	<p>School Based Budget</p> <p>MSCS District Resource Allocation</p>	

	<p>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</p>				
<p><b>[S 3.3] Career Exploration and Work-Based Learning Opportunities: College and Career Readiness</b></p> <p>Rationale</p> <p>-----</p> <p>Mitchell High School will utilize programs such as Statewide Dual Credit and Dual Enrollment, Honors and Advanced Placement, and academic clubs to expose and engage students in real world experiences, provoke interest, and prepare students for post secondary opportunities.</p> <p>Supporting Data</p> <p>-----</p> <p>Mitchell High School saw an increase the percentage of students participating in the state wide standardized assessments (ACT). Participation rates increased by 27.2% in the 2022-2023 school year from 42.7% to 69.9%. There was also an increase in PSAT scores by 162.6 points from 647.4 to 810. Existing: Students should perform at or above the district average score in EPSO classes and on standardized tests. Performance outcomes should align with overall average increases each year.</p> <p><b>Benchmark Indicator</b></p> <p>Implementation</p> <p>-----</p> <p>* Quarterly Review of HS Transcripts/Report Cards  * Quarterly Review ACT Prep Course Performance Data  * Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness</p>	<p><b>[A 3.3.1] College and Career Readiness</b></p> <p>Description</p> <p>-----</p> <p>Mitchell High School students will have the opportunity to participate in a range of classes (Advanced Placement, Dual Enrollment, ACT Prep, Career and Technology (CTE), Vocational, and Statewide Dual Credit) each semester during the school day that support career exploration and expectations by helping students identify career interests.</p> <p>Implementation</p> <p>-----</p> <p>* Quarterly Review of HS Transcripts/Report Cards  * Quarterly Review ACT Prep Course Performance Data  * Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness</p> <p>-----</p> <p>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.  * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.  * Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</p>	<p>Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors and Kelvin M. Meeks-MHS Principal</p>	<p>05/30/2025</p>	<p>School Based Budget</p> <p>MSCS District Resource Allocation</p>	

<p>-----</p> <p>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</p> <p>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</p> <p>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</p>					
	<p><b>[A 3.3.2] Transcript Audit and Review</b></p> <p>Description</p> <p>-----</p> <p>Senior counselor will review senior and junior student transcripts each semester to make sure eligible students are able/ready to matriculate to post-secondary opportunities.</p> <p>Implementation</p> <p>-----</p> <p>* Quarterly Review of HS Transcripts/Report Cards</p> <p>* Quarterly Review ACT Prep Course Performance Data</p> <p>* Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness</p> <p>-----</p> <p>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</p> <p>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect</p>	<p>Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors and Kelvin M. Meeks-MHS Principal</p>	<p>06/30/2025</p>	<p>School Based Budget</p>	

	<p>improvement of students composite score by 10% each quarter.</p> <p>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</p>				
<p><b>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</b></p> <p>Rationale -----</p> <p>The administration and staff of Mitchell High School will set objectives with classroom guidance for all incoming ninth grade students to: display positive responsible behavior, increase attendance, increase proficiency, participate in extracurricular activities to positively impact their high school experience. Senior students will engage in opportunities to obtain post-secondary information throughout the year during the school day through the collaborative efforts of the MHS Guidance Department, college/universities, career industries, and recruiters. In addition, the MHS Guidance Department offers valuable services to students and parents in the areas of counseling and career search programs by helping students explore possibilities and determine preferences.</p> <p>Supporting Data -----</p> <p>Mitchell High School saw an increase the percentage of students participating in the state wide standardized assessments (ACT). Participation rates increased by 27.2% in the 2022-2023 school year from 42.7% to 69.9%. There was also an increase in PSAT scores by 162.6 points from 647.4 to 810. Existing: Students should perform at or above the district average score in EPSO classes and on standardized tests. Performance outcomes should align with overall average increases each year.</p>	<p><b>[A 3.4.1] Advisory Sessions</b></p> <p>Description -----</p> <p>MHS Professional School Counselors in conjunction with the TN Advise counselor will work with students each semester to assist student exploration of career interests and learn more about post-secondary opportunities available after graduation.</p> <p>Implementation -----</p> <p>* Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness -----</p> <p>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</p>	<p>Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors and Amber Thompson-TN Advise Counselor</p>	<p>05/30/2025</p>		



<p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Review of HS Transcripts/Report Cards</li> <li>* Quarterly Review ACT Prep Course Performance Data</li> <li>* Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</li> <li>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</li> <li>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</li> </ul>					
	<p><b>[A 3.4.2] "Tiger" Student of the Month/Black and Gold Club Incentives</b> Description -----</p> <p>Monthly student incentive program created to recognize students for demonstrating excellence in both academic performance, attendance, and behavior.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Review of HS Transcripts/Report Cards</li> <li>* Quarterly Review ACT Prep Course Performance Data</li> </ul>	<p>Kelvin M. Meeks-MHS Administration, Tonya L. Pryor-Family Engagement Specialist, RTI2B Team, and MHS Teachers and Staff/C.L.U.B. Sponsors</p>	<p>05/30/2025</p>		

	<p>* Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness -----</p> <p>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</p> <p>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</p> <p>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</p>				
<p><b>[S 3.5] Student and Educational Equity Rationale</b> -----</p> <p>Equity for our students at Mitchell High School is a critical priority. Ostensibly, it represents the measure of discipline for misbehavior. High academic expectations, yes, but also strong supports.</p> <p>Supporting Data -----</p> <p>Mitchell High School saw an increase the percentage of students participating in the state wide standardized assessments (ACT). Participation rates increased by 27.2% in the 2022-2023 school year from 42.7% to 69.9%. There was also an increase in PSAT scores by 162.6 points from 647.4 to 810. Existing: Students should perform at or above the district average score in EPSO classes and on standardized tests. Performance outcomes should align with overall average increases each year.</p>	<p><b>[A 3.5.1] Equitable Access and Inclusion Description</b> -----</p> <p>The unobstructed entrance and involvement in and full participation of ALL learners in excellent programs.</p> <p>Implementation -----</p> <p>* Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness -----</p> <p>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</p>	<p>Ariel Jones, MHS SMS/Attendance Clerk, Kelvin M. Meeks-MHS Administration, Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors</p>	<p>05/30/2025</p>		

<p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Quarterly Review of HS Transcripts/Report Cards</li> <li>* Quarterly Review ACT Prep Course Performance Data</li> <li>* Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>* Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes.</li> <li>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</li> <li>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</li> </ul>	<ul style="list-style-type: none"> <li>* Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter.</li> <li>* Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.</li> </ul>				
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**[G 4] For the 2024-2025 school year, Mitchell High School will implore targeted incentives and promote strategies that will decrease the chronic absenteeism rates by 5%, moving from 20.5% to 15%.**

\*\*Student Support and Services | Best for All Strategic Plan alignment: Student Readiness\*\*

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

**District Turnaround Plan Goal**

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 4.1] Attendance and Behavioral Intervention and Supports</b></p> <p>Rationale -----</p> <p>All Mitchell High School students will be involved in targeted interventions and support programs/initiatives that address identified attendance needs or mentoring programs for young men and young women that are designed to promote strong character and solid education while addressing identified SEL behavioral needs and providing appropriate student supports.</p> <p>Supporting Data -----</p> <p>Attendance rates for Mitchell High School increased to 93.9% during the 2023-2024 school year. Chronic absenteeism rates are projected to decrease by 10% for the 2024-2025 school year.</p> <p>For the last three years, Mitchell High Schools suspension rate has remained under 10% and has held steady at 4.8%. Also, the suspension ratio is down from 5.3% to 4.6%.</p> <p><b>Benchmark Indicator</b></p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports</li> <li>* 20-day behavior reports</li> <li>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.</li> <li>* Quarterly review of Attendance and Discipline reports</li> <li>* Mitchell Data Monitor/Watch- Targeted Student Groups</li> <li>* At Risk Students: 20-day report</li> </ul>	<p><b>[A 4.1.1] Mentoring Program/School Clubs-C.L.U.B. Mitchell</b></p> <p>Description -----</p> <p>All members of Mitchell High School's staff (Teachers and Support Personnel) will mentor designated students throughout the semester who are at risk of failing classes/grade levels due to frequent attendance and discipline infractions with the purpose of increasing overall student performance.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.</li> <li>* Quarterly review of Attendance and Discipline reports</li> <li>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</li> </ul> <p>Effectiveness -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in</li> </ul>	<p>Kelvin M. Meeks-MHS Principal and Kenya N. Minor-MHS Vice-Principal</p>	<p>06/30/2025</p>		
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<p>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</p> <p>Effectiveness -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports will reflect a 10% decrease in the number of students absent from school.</li> <li>* 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</li> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance by at least 30% and 95% compliance of program initiatives.</li> <li>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</li> </ul>	<p>monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance by at least 30% and 95% compliance of program initiatives.</p> <p>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</p>				
	<p><b>[A 4.1.2] RTI2B Program and Supports</b> Description -----</p> <p>RTI2B team works with teachers and community stakeholders regularly by developing partnerships</p>	<p>Kelvin M. Meeks-MHS Administration, Ariel Jones-Attendance/SMS</p>	<p>05/30/2025</p>		

	<p>that encourage regular school attendance. The Family Engagement Specialist, along with the SMS/Attendance secretary, will call parents each quarter regarding student absences and truancy reports. Communication via SMS/SchoolMessenger will be sent to parents daily informing parents of student's absences. Quarterly PBIS Team Meetings are conducted to develop strategies and determine next steps or actions by administration and teachers to boost daily student attendance.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.</li> <li>* Quarterly review of Attendance and Discipline reports</li> <li>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</li> </ul> <p>Effectiveness -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the</li> </ul>	<p>Clerk, Tisha Baker-Behavior Specialist, Tonya L. Pryor-Family Engagement Specialist, MHS RTI2B Team, MHS Teachers and Support Staff</p>			
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	<p>effectiveness of behavioral interventions and supports measures aimed at improved student attendance by at least 30% and 95% compliance of program initiatives.</p> <p>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</p>				
	<p><b>[A 4.1.3] Professional Development for Support Staff</b></p> <p>Description -----</p> <p>Ongoing district and schools discipline implementation/attendance related professional development for behavioral support staff (i.e., monitors/ behavioral specialists, teachers etc.) throughout the school year to ensure a consistent responses and interpretation district-wide/school-wide and to reduce chronic absenteeism and excessive use of short-term OSS.</p> <p>Implementation -----</p> <p>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.  * Quarterly review of Attendance and Discipline reports  * RTI2B Team Data-Biweekly Progress Monitoring and Reports</p> <p>Effectiveness -----</p> <p>In order to look at attendance rates and factors that</p>	<p>Tonya L. Pryor-Family Engagement Specialist and MHS Support Staff</p>	<p>05/30/2025</p>		

	<p>cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance by at least 30% and 95% compliance of program initiatives.</li> <li>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</li> </ul>				
	<p><b>[A 4.1.4] Student Attendance Incentives, Recognition Programs, and Family Engagement Nights</b>  Description  -----</p> <p>Provide attendance incentives for all students who reach the district's attendance goal of 95%,</p> <p>Develop a quarterly recognition program/20 Day recognition to incentive students to maintain and promote regular school attendance and use Data Nights and Curriculum Nights to highlight student achievements.</p> <p>Create school wide initiatives to address gaps in attendance and incentivize achievement of the attendance goals.</p> <p>Implementation</p>	<p>Kelvin Meeks,  MHS Principal,  Crystal N. Cooper, PLC Coach and Marquita Rice, Instructional Facilitator</p>	<p>05/30/2025</p>	<p>SSIG  [\$4000.00]</p> <p>SSIG 2.0</p>	



	<p>-----</p> <ul style="list-style-type: none"> <li>* 20 Day Attendance Reports</li> <li>* Bi-weekly RTI2-B Data Team Progress Monitoring Reports</li> <li>* School Promotional Item Giveaways</li> <li>* Sign in Sheets for Parent Engagement Nights</li> <li>* Power BI Data</li> <li>* Attendance Award List Effectiveness</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports will reflect a 10% decrease in the number of students absent from school.</li> <li>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</li> <li>* Truancy Supports and progressive discipline supports will reflect a 5% decrease in disciplinary infractions.</li> </ul> <p>Expenses:</p> <p>\$2790 Attendance Incentives for all students who reach the district's attendance goal of 95%.</p>				
	<p><b>[A 4.1.5] Attendance/Truancy Liason</b> Description</p> <p>-----</p> <p>Recruit and hire a dedicated attendance/truancy liaison/specialist to improve attendance rates and support at-risk students while addressing the significance of managing student attendance and the impact of truancy on student achievement.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> <li>* Attendance/Discipline Data-Use of 20 Day reports</li> </ul>	<p>Kelvin M. Meeks-MHS Principal</p>	<p>05/30/2025</p>	<p>SSIG 2.0</p>	

	<ul style="list-style-type: none"> <li>* Quarterly review of Attendance and Discipline Reports and Data Trends</li> <li>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</li> <li>* Individualized plans for at-risk students to foster a sense of belonging and engagement in school-Quarterly</li> <li>* Implement a tracking system for attendance and truancy patterns to inform interventions-Weekly</li> </ul> <p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* Reducing student absentee and discipline incidents by 10% each 20-day reporting period.</li> <li>* Improved student attendance by at least 20% and 95% compliance of program initiatives.-Quarterly</li> <li>* Truancy supports and progressive discipline reflect a 5% decrease in disciplinary infractions by target students in need of additional support.-20-day reporting period</li> <li>* Monitor attendance records and identify students with chronic absenteeism.-Bi-Weekly</li> <li>* Develop and Implement intervention strategies for truant students and their families, including outreach and support.-Quarterly</li> <li>* Collaborate with school staff, social workers, and community organizations to address barriers to attendance.-Weekly</li> <li>* Provide training and resources for teachers and staff on identifying and supporting at-risk students.-Quarterly</li> <li>* Engage families through communication and workshops to highlight the importance of attendance.-Quarterly</li> </ul>				
<p><b>[S 4.2] Professional Development Support to Increase Student Academic Achievement Focusing on Attendance and Behavior</b></p>	<p><b>[A 4.2.1] Professional Learning Community Collaborative Meetings</b> Description</p>	<p>Kelvin M. Meeks-MHS Administration,</p>	<p>05/30/2025</p>		

<p>Rationale -----</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 results in improved student behavior positively impacting student achievement.</p> <p>Utilize data from both formal and informal observations to focus on developing areas of needed professional development to increase student academic achievement. Provide high quality external and internal professional development opportunities for all faculty and staff. MHS Administration and Teachers will strive to create content specific professional development to ensure that all Mitchell High School classroom teachers understand and can deliver appropriate content to student learners. Increase teachers' ability to deliver high quality instruction that will increase student achievement on TNReady State Standards, Formative, and Summative Assessments.</p> <p>Supporting Data -----</p> <p>Attendance rates for Mitchell High School increased to 93.9% during the 2023-2024 school year. Chronic absenteeism rates are projected to decrease by 10% for the 2024-2025 school year.</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in English Language Arts from 65.7% in the Fall 2023 to 57.5% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 9% (Fall 2023) to 11.28%</p>	<p>-----</p> <p>Teachers and administration will meet weekly to discuss and share strategies, analyze data, and design quality lessons within their content areas in an effort to streamline instructional delivery and focus school-wide.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.</li> <li>* Quarterly review of Attendance and Discipline Reports</li> <li>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</li> </ul> <p>Effectiveness -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives.</li> </ul>	<p>Instructional Leadership Team, and MHS Teachers</p>			
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<p>(Spring 2024) on the above mentioned assessments.</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in mathematics from 66.3% on the Fall 2023 to 52.0% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 7.4% (Fall 2023) to 11.82% (Spring 2024) on the above-mentioned assessments.</p> <p>For the last three years, Mitchell High Schools suspension rate has remained under 10% and has held steady at 4.8%. Also, the suspension percentage is down from 5.3% to 4.6%.</p> <p><b>Benchmark Indicator Implementation</b> -----</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports</li> <li>* 20-day behavior reports</li> <li>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.</li> <li>* Quarterly review of Attendance and Discipline Reports</li> <li>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</li> <li>* Professional Development Agenda (Semester)</li> <li>* Professional Development Sign in Sheets (Semester)</li> <li>* Artifacts from Professional Development Training (Semester)</li> </ul> <p>Effectiveness -----</p>	<p>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</p>				
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<p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* 20-day attendance reports will reflect a 10% decrease in the number of students absent from school.</li> <li>* 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</li> <li>* Increase number of students performing at "met" or "exceeded" levels by 10% on Formative Assessments-Quarterly</li> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives.</li> <li>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</li> </ul>					
	<p><b>[A 4.2.2] Implement Effective Instructional Research Based Literacy/Numeracy Strategies</b> Description -----</p> <p>Teachers will work monthly in collaboration with the administration and the ILT to acquire and utilize strategies for instruction that will assist students with below proficient performance scores and successfully increase student achievement with</p>	<p>Kelvin M. Meeks-MHS Administration, MHS Teachers, MHS Special Education Teachers, MHS Support Staff, and</p>	<p>05/30/2025</p>		

	<p>TNReady State Standards. Teacher Training on Implementing Effective Reading/Language Arts Instructional Literacy and Numeracy Strategies and Standards/Objectives will be offered each semester. Daily use in of instructional literacy/numeracy strategies in each classroom that are designed to advance student mastery of TNReady Standards using both internal and external resources (MSCS Curriculum Resources and Supports).</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.</li> <li>* Quarterly review of Attendance and Discipline Reports</li> <li>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</li> </ul> <p>Effectiveness -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and</li> </ul>	<p>Memphis-Shelby County School District Personnel</p>			
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	<p>supports measures aimed at improved student attendance and 95% compliance of program initiatives.</p> <p>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</p>				
	<p><b>[A 4.2.3] Professional Development for TNReady Standard Training Sessions</b> Description -----</p> <p>School-level and district-level coaches will develop and implement professional development each semester based on the results of teacher evaluation scores and formative school-wide testing data. The MHS administration will prepare and provide targeted collective and individual professional development sessions to assist teachers with instructional task alignment and implementation of the TNReady Instructional Shifts/Standards. Mitchell High School will use resources provided through district coaches/coaching, internal coaches/coaching, ILT teams with Master Teachers, and departmental PLC meetings. Through weekly PLC meetings, Mitchell High School will carry out professional development training that centers around deeply understanding and aptly implementing all parts of the TNReady Standards.</p> <p>Implementation -----</p> <p>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports</p>	<p>Kelvin M. Meeks-MHS Administration and Memphis-Shelby County Schools District Personnel</p>	<p>05/30/2025</p>		

	<p>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</p> <p>Effectiveness -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</p> <p>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives.</p> <p>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</p>				
	<p><b>[A 4.2.4] National Professional Development Conferences</b> Description -----</p> <p>In an effort to close the achievement gap, select staff members of Mitchell High School will attend out-of-state professional learning conferences during the summer of 2024 to enhance their professional knowledge around equipping all students with the cognitive, social and emotional</p>	<p>Kelvin M. Meeks-MHS Administration and MHS Teachers and Support Staff</p>	<p>06/30/2025</p>	<p>SSIG [\$15900.00]</p> <p>SSIG 2.0</p>	



skills they will need to thrive academically and socially. Participation in these events has proven to provide an opportunity for teachers, administrators, and other educators to gain insight about topics such as behavioral support, brain-based teaching, equity, engagement, and self-regulation. These methodologies have been proven to increase academic achievement and school culture all while positively impacting student's lives as a whole.

Implementation

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- \* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.
- \* Quarterly review of Attendance and Discipline Reports
- \* RTI2B Team Data-Biweekly Progress Monitoring and Reports

Effectiveness

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In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:

- \* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.
- \* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student

	<p>attendance and 95% compliance of program initiatives.</p> <p>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</p>				
	<p><b>[A 4.2.5] Professional Development for All Staff to Increase ELA and Math TN Ready Proficiency Rate</b></p> <p>Description -----</p> <p>Stipends will be provided based on teacher's completion of professional development training held one Saturday per month during the months of November 2024 – June 2025 facilitated by school leaders (principal, assistant principal and teachers) that attended various PD out of town sessions/conferences. Conference topics will include behavioral support, brain-based teaching, student engagement, academic standards, and student self-regulation that are proven to increase academic achievement and school culture.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* 20-day behavior reports</li> <li>* Professional Development Agendas (Monthly)</li> <li>* Sign in Sheets (Monthly)</li> <li>* Artifacts from Professional Development Trainings(Per Semester)</li> <li>* Common Formative Assessment Data (Quarterly)</li> <li>* Informal Observation Walkthrough Data(Bi-Weekly)</li> <li>* RTI2B Logs</li> </ul>	<p>Crystal N. Cooper, MHS PLC Coach and Marquita Y. Rice, MHS Instructional Facilitator</p>	<p>06/30/2025</p>	<p>Title I/SSIG [\$6000.00]</p>	

	<p>Effectiveness -----</p> <ul style="list-style-type: none"> <li>* 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</li> <li>* Monthly PD will result in at least 95% of teachers demonstrating effective implementation of learned strategies.</li> <li>* Bi-Weekly informal observation tool indicates movement from 3 to 4 using TEM Indicators.</li> <li>* Reduce Infractions by 5% -RTI2B.</li> <li>* LOE score from 3 to 4 will improve for 30% of educators.</li> <li>* Progress Data from Progress Learning will increase ELA and Math Scores on CFAs by 10%.</li> </ul> <p>Expenses:Times/# of hours: 4 (8:00 A.M. - 12:00 P.M. Saturday Session)</p> <p>Number of sessions: 6 (November 2024 – June 2025)</p> <p>Expected Outcomes: Sharing of effective strategies and knowledge that was gained from attending PD that should lead to improving instruction for ELA and math classes.</p> <p>Who would qualify: Core teacher of record</p> <p>\$500 (for attending 6 sessions) x 12 teachers = \$6,000 (plus benefits)</p>				
<p><b>[S 4.3] Create Effective School and Community Partnerships to Support Academic Achievement</b> Rationale</p>	<p><b>[A 4.3.1] Annual Parent/Community Meetings</b> Description -----</p>	<p>Kelvin M. Meeks-MHS Administration, MHS Teachers</p>	<p>05/30/2025</p>		

<p>-----</p> <p>In an effort to build positive goal-oriented relationships with families, Mitchell High School will effectively implore family engagement strategies that involve parents and professionals working together toward the goals established by key members. We understand that ongoing, intentional, and meaningful engagement with families leads to relationships that support children’s healthy development and school readiness.</p> <p>Supporting Data -----</p> <p>Attendance rates for Mitchell High School increased to 93.9% during the 2023-2024 school year. Chronic absenteeism rates are projected to decrease by 10% for the 2024-2025 school year.</p> <p>For the last three years, Mitchell High Schools suspension rate has remained under 10% and has held steady at 4.8%. Also, the suspension percentage is down from 5.3% to 4.6%.</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in English Language Arts from 65.7% in the Fall 2023 to 57.5% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 9% (Fall 2023) to 11.28% (Spring 2024) on the above mentioned assessments.</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in mathematics from 66.3% on the Fall 2023 to 52.0% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students</p>	<p>Mitchell High School will host quarterly parent meetings and activities that focus on assisting parent’s understanding of state curriculum standards, assessment data, and other parental involvement activities that will allow them to better prepare students for academic success.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.</li> <li>* Quarterly review of Attendance and Discipline Reports</li> <li>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</li> </ul> <p>Effectiveness -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students’ attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives.</li> <li>* Bi-weekly monitoring of students who have been</li> </ul>	<p>and Support Staff, Crystal N. Cooper-MHS Title I PLC Coach, and Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors</p>			
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<p>performing at the "Approaching Expectations" level from 7.4% (Fall 2023) to 11.82% (Spring 2024) on the above-mentioned assessments.</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator Implementation</b> -----</p> <ul style="list-style-type: none"> <li>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.</li> <li>* Quarterly review of Attendance and Discipline Reports</li> <li>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</li> </ul> <p><b>Effectiveness</b> -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student</li> </ul>	<p>identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</p>				
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<p>attendance and 95% compliance of program initiatives.</p> <p>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</p>					
	<p><b>[A 4.3.2] Additional Personnel and Staff</b> Description -----</p> <p>In effort to provide more support with daily operations, Mitchell High School employs additional staff members as a resource to strengthen academic programs. Mitchell High School uses a Title I PLC Coach, an Instructional Facilitator, Family Engagement Specialist, two Teacher Assistants, ISS teacher, Behavior Specialists, and a Records Clerk. These staff members work diligently to ensure that our students and teachers are able to bolster academic performance and achievement by assisting teacher's ability to collaboratively plan lessons and provide intervention/behavior reinforcement.</p> <p>Implementation -----</p> <p>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports</p> <p>Effectiveness -----</p>	<p>Kelvin M. Meeks-MHS Administration and Crystal N. Cooper-MHS Title I PLC Coach</p>	<p>06/30/2025</p>		

	<p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives.</li> <li>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</li> </ul>				
	<p><b>[A 4.3.3] Curriculum Standards Nights</b> Description -----</p> <p>Parents and community stakeholders will learn information and acquire strategies to increase student achievement on TNReady State Assessments. Teachers and staff will share instructional strategies with parents and community members each semester to increase student achievement on state assessments.</p> <p>Implementation -----</p> <p>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing</p>	<p>Kelvin M. Meeks-MHS Administration and MHS Teachers and Support Staff</p>	<p>05/30/2025</p>		

	<p>behavioral incidents and discipline infractions.  * Quarterly review of Attendance and Discipline Reports  * RTI2B Team Data-Biweekly Progress Monitoring and Reports</p> <p>Effectiveness  -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.  * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives.  * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.</p>				
<p><b>[S 4.4] Academic Programs and Incentives for High Performing Students</b>  Rationale  -----</p> <p>Research shows that a positive school climate can improve students' academic achievement, attendance, engagement, and behavior, as well as</p>	<p><b>[A 4.4.1] Academic Clubs/C.L.U.B. Mitchell</b>  Description  -----</p> <p>High achieving Mitchell High School students have access to club memberships (National Honor Society, Beta Club, ACT+, and Black and Gold Club) each semester of national significance that</p>	<p>Sparkle Burchett-MHS Teachers, Crystal N. Cooper-MHS Title I PLC Coach, MHS Teachers and</p>	<p>05/30/2025</p>		



<p>teacher satisfaction and retention. Positive and stable relationships among staff, students, and caregivers undergird a school's climate. It's vital that ALL children feel they are known and supported in school.</p> <p>Supporting Data -----</p> <p>Attendance rates for Mitchell High School increased to 93.9% during the 2023-2024 school year. Chronic absenteeism rates are projected to decrease by 10% for the 2024-2025 school year.</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in English Language Arts from 65.7% in the Fall 2023 to 57.5% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 9% (Fall 2023) to 11.28% (Spring 2024) on the above mentioned assessments.</p> <p>Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in mathematics from 66.3% on the Fall 2023 to 52.0% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 7.4% (Fall 2023) to 11.82% (Spring 2024) on the above-mentioned assessments.</p> <p>For the last three years, Mitchell High Schools suspension rate has remained under 10% and has held steady at 4.8%. Also, the suspension percentage is down from 5.3% to 4.6%.</p> <p>Consistency in expectations for behavior and discipline for misbehavior. High academic</p>	<p>recognize, highlight, and support their academic success.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> <li>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.</li> <li>* Quarterly review of Attendance and Discipline Reports</li> <li>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</li> </ul> <p>Effectiveness -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives.</li> <li>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive</li> </ul>	<p>Support Staff and Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors</p>			
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<p>expectations, but also strong supports.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ul style="list-style-type: none"> <li>* Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions.</li> <li>* Quarterly review of Attendance and Discipline Reports</li> <li>* RTI2B Team Data-Biweekly Progress Monitoring and Reports</li> </ul> <p>Effectiveness -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <ul style="list-style-type: none"> <li>* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period.</li> <li>* Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives.</li> <li>* Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive</li> </ul>	<p>discipline supports) will reflect a 5% decrease in disciplinary infractions.</p>				
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