

[G 1] Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the ELA EOC from 11.2% from year 2023-24 to 16.24% for the 2024-25 school 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>[S 1.1] Standards Aligned Core Instruction</p> <p>Rationale</p> <p>-----</p> <p>Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous ELA curriculum through the use of an aligned instructional framework, and educational resources that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Supporting Data</p> <p>-----</p>	<p>[A 1.1.1] Instructional Materials, Supplies, Technology and Resources</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>PLC Coach will purchase instructional supplies, software, technology (Laptops, carts, printers, charging towers, headphones, whiteboards, tablets, interactive boards.) and materials to support and enhance aggressive monitoring in the classroom and ultimately student achievement.</p> <p>The action step of increasing the use of technology is intended to support and increase student engagement during daily lesson plan implementation specifically in the area of math.</p> <p>As technology advances, it is imperative that our students continue to build and master the skills</p>	<p>Eric Cooper Principal, Tierney Armour PLC Coach, Breana Henderson Literacy Coach</p>	<p>10/01/2024</p>	<p>TAG 4.0</p> <p>SSIG 2.0</p>	

<p>Based on Spring 2024 TCAP data the number of ELA I students meeting and/or exceeding expectations increased by 2.4%, going from 4.0% in 2022-23 to 6.5% in 2023-24.</p> <p>Based on Spring 2024 TCAP data the number of ELA II students meeting and/or exceeding expectations increased by 5.3%, going from 20.0% in 2022-23 to 25.3% in 2023-24.</p> <p>Benchmark Indicator **Implementation** -----</p> <p>***How will the turnaround strategy/intervention be monitored for implementation, including frequency?***</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric * Mentor Logs <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. 	<p>necessary to compete in a global society.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * Weekly lesson plans * Daily exit tickets * Quarterly CFAs <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher. <p>Budget</p> <p>Teacher/Admin Tablet Microsoft Surface Pro 7+ Vendor CDW cost for 6 devices equals \$6120.00</p> <p>Deployment cost for Teacher/Admin Tablet Microsoft Surface Pro 7+ Vendor Broadway Typewriter Company cost for 6 devices at \$8.45 per unit equals \$50.70</p>				
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[illegible]

	<p>Price of installation: 4 x \$250 = \$1000</p> <p>Total = \$10,976</p> <p>New Grand Total: \$50,307.80 +\$4,190 + \$10,976 = \$65,473.80</p>				
	<p>[A 1.1.2] Performance-Based Incentive Pay Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Our current instructional model places the loin share of instructional responsibility in the hands of those teachers responsible for End-of-Course classes. This practice has created an unspoken imbalance of responsibility, where our EOC teachers feel overwhelmed because they are required to give up more of their planning time to planning and implementation than their non-EOC counterparts. Below is a sample of the annual stipends that could be split and paid each semester:</p> <p>* Principal/Vice Principal = \$4,000 * PLC/IF/PCS = \$3,000 * Instructional = \$3,000 * Non-Instructional = \$1,500</p> <p>**Mandatory Stipulations:**</p> <ol style="list-style-type: none"> 1. Proof of collaborative planning where all instructional staff must have lesson plan on-file. 2. Align with instructional and non-instructional Growth and Achievement Measures in PLZ at the beginning of the year. 	Eric Cooper, Principal	10/14/2024	SSIG 2.0 [\$113000.00]	

	<p>3. Overall school growth based on a minimum Overall school growth (i.e., minimum 2% overall school growth).</p> <p>4. Meet the graduation requirements for the upcoming school year.</p> <p>5. Staff members must have 90 – 100% work attendance to qualify.</p> <p>Having all staff share in the planning, implementation, and rewards attached to school improvement means all staff keep their finger on the “pulse” of instruction and share in practices that build on a culture of overall school achievement. This school-based partnership between instructional and non-instructional staff would also give teachers extra peer support when needed most when mental fatigue sets in as the school year ends.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* To work towards our goals *(ex., English, Math, College and Career Readiness, and Attendance/Culture)* for the 2024-25 school year as they will be outlined in our School Improvement Plan *(SIP)*</p> <p>* If possible, create a graduated monetary incentive program for both instructional and non-instructional staff where the “whole school” can share in the rewards for continued school improvement in relation to our set goals.</p> <p>* Quarterly metric checks on all EOC tested subjects</p> <p>* Quarterly metric checks on college and career</p>				
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	<p>readiness (ex., EPSO's and Ready Graduates)</p> <ul style="list-style-type: none"> * Quarterly metric checks on school culture and climate (ex., Insight Survey and Panorama) * Quarterly gradebook audits for report card grades Effectiveness <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * Increase in staff attendance (90%-100%) * Increase in student attendance rate over the nine 20 day periods * TEM/LOE evaluation scores of 3 or higher * Reduction in exclusionary practices for student behavior (ex., suspension rate reduction) 				
	<p>[A 1.1.3] Tigers Literacy Night</p> <p>Description</p> <p>-----</p> <p>**Teachers will share with parents school-wide literacy and math data, current classroom strategies, and engagement activities that will support the mastery of standards. Parents will gain knowledge and support from teachers to help their children/students increase achievement. The information shared will include current school-wide literacy and math data, classroom engagement strategies, and important upcoming academic activities. **</p> <p>**Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the EOC in ELA and Math. **</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Quarterly student work samples * Daily exit tickets 	<p>Tierney Armour, PLC Coach</p>	<p>11/05/2024</p>	<p>SSIG [\$700.00]</p>	

	<p>Effectiveness</p> <p>-----</p> <p>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</p> <p>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p> <p>**Expenses: Tiger Literacy/Math Nights**</p> <p>**Refreshments: Refreshments: 90–100-piece Chick-Fil-A chicken mini tray, 2 fruit trays, one gallon of lemonade, one gallon of tea, 2 cases of bottled water (\$175)**</p> <p>**\$175 cost/event x 2 events = \$350.00**</p> <p>**Stipend for Teachers to Conduct After-School Tiger Literacy/Math Nights: Teachers will be paid a nominal stipend to conduct the After-School Tiger Literacy/Math Nights**</p> <p>**3 Teachers/night x 2 Nights x 2 Hours/Night x \$25.00/hr = \$300.00 + \$50.00 benefits, etc. = \$350.00 **</p> <p>**Total: \$700.00**</p> <p>-----</p>				
	<p>[A 1.1.4] Very Intelligent People (VIP) Incentive Program</p> <p>Description</p>	<p>David Taylor - Vice Principal, Tierney</p>	<p>10/31/2024</p>	<p>SSIG [\$1300.60]</p>	

	<p>-----</p> <p>**The Very Intelligent People (VIP) Incentive Program is open to all MHS students who show quarterly improvement in the areas of attendance, academics, and/or behavior.**</p> <p>**Alignment to Need – The VIP (VIP) Incentive Program seeks to encourage students who are “on the cusp” of experiencing sustained academic success. Students targeted for this incentive program are those who have a G.P.A. of 2.75 or higher, a conduct grade of S or better, attendance rates between 85% and 94%, and who have no more than 1-2 minor behavior infractions. Typically, these students do not qualify for the National Honors Society, nor are they recognized during honors programs because they don't meet the established criteria for Honor Roll, Principals' list, perfect attendance, or behavioral honors. The goal of the incentive program is to encourage and expand the achievement of all students, in particular, the “bubble students”, from quarter to quarter. **</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Quarterly student work samples * Daily exit tickets <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Quarterly review of student work samples will show students' mastery of standards at 80% or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher. 	<p>Armour - PLCC, Breana Henderson - Literacy Coach</p>			
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	<p>**Expenses – Very Intelligent People Incentive Program**</p> <p>**Customized Lanyards**</p> <p>* **40 Student Inductees x \$3.12/lanyard x 2 Induction Ceremonies = \$249.60**</p> <p>**Certificates (Pack of 15) & Posters to Cover Both Ceremonies**</p> <p>* **7 Packs of Certificates x \$8.00/pack = \$56.00**</p> <p>* **10 VIP Incentive Program Posters x \$16.00/posters = \$160.00**</p> <p>**A Self-Guided Workbook for Highly Effective Teens by Steven Covey**</p> <p>* **80 Books x \$10.00 = \$800.00**</p> <p>* **Shipping = \$35.00**</p> <p>** **</p> <p>**Grand Total = \$1,300.60**</p>				
<p>[S 1.2] Professional Development Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Supporting Data</p>	<p>[A 1.2.1] Teacher Mentors Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>**Teacher Mentor(s) will be used to support new and struggling teachers around literacy/ELA. Teachers and teacher mentors will meet weekly after school, conduct weekly instructional observations aligned to performance rubric (ILT). Support hours will be documented through sign-in logs, mentee evaluation/survey on the supports provided.**</p>	<p>Tierney Armour, PLC Coach and Breana Henderson, Literacy Coach</p>	<p>10/01/2024</p>	<p>SSIG [\$2000.00]</p>	

<p>-----</p> <p>Based on Spring 2024 TCAP data the number of ELA I students meeting and/or exceeding expectations increased by 2.4%, going from 4.0% in 2022-23 to 6.5% in 2023-24.</p> <p>Based on Spring 2024 TCAP data the number of ELA II students meeting and/or exceeding expectations increased by 5.3%, going from 20.0% in 2022-23 to 25.3% in 2023-24.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes</p> <p>Effectiveness -----</p> <p>* Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</p>	<p>**In addition to support with implementing effective instructional and assessment strategies, ELA teachers will be supported in mastering skills necessary to utilize new digital platforms designed to differentiate/tier instruction. Struggling teachers will also collaborate with mentors through PLCs and professional development opportunities and focus on instructional practices 1-4.**</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* **Weekly meeting sign in sheets, mentor logs, mentee surveys and feedback on supports provided** * **Weekly Informal walkthrough data and feedback** * **Weekly coaching logs/summaries**</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* **At least a 10% increase in the percentage of teachers that score an average of 3.0 or better on informal classroom observations using the TEM rubric, bi-weekly.** * **At least 25% of teachers will observe an increase in LOE scores from level 2 to level 3, annually**</p>				
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<p>[S 1.3] Targeted Intervention and Personalized Learning Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data -----</p> <p>Based on Spring 2024 TCAP data the number of ELA I students meeting and/or exceeding expectations increased by 2.4%, going from 4.0% in 2022-23 to 6.5% in 2023-24.</p> <p>Based on Spring 2024 TCAP data the number of ELA II students meeting and/or exceeding expectations increased by 5.3%, going from 20.0% in 2022-23 to 25.3% in 2023-24.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p> <p>* Quarterly RTI differentiated training PD sessions and sign in sheets * Monthly progress monitoring data reports * Monthly data team meetings agendas and sign-in sheets</p>	<p>[A 1.3.1] A 1.3.1 RTI for At-Risk Students Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Tier 2 and Tier3 students will participate daily in the District's technology-based RTI program (Edgenutiy, Fastbridge Illuminate, I-Ready)</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Quarterly RTI differentiated training PD sessions and sign in sheets * Monthly progress monitoring data reports with a focus on deficit areas * Monthly data team meetings agendas and sign-in sheets</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Increase Bi-Weekly ELA MasteryConnect on track and mastery to 70% or above in 2023 through monthly progress monitoring, and monthly data meetings focused on CFA data. * Monthly progress monitoring data will be analyzed to assess level of effectiveness a 85% or better.</p>	<p>Eric Cooper-Principal, Vincent Spriggs- RTI Instructor, Demetris Griffin-RTI Instructor, SPED Advison-Dr. Shawn Young</p>	<p>10/01/2024</p>		
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<div>Effectiveness</div> <div>-----</div> <div>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</div> <div>* Quarterly RTI PD will reflect an increase in bi-weekly formative assessment scores of on track and mastery to 70% or above in 2024.</div> <div>* Monthly progress monitoring data will be analyzed to assess level of effectiveness at 85% or better</div> <div>* Monthly data team meetings will reflect 10% of students moving from Tier 3 to Tier 2 and Tier 2 to Tier 1</div>					
<div>[G 2] Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the Math EOC from 5.2% from year 2023-24 to 7.5% in the 2024-25 school year.</div> <div>**Effective Instruction Best for All Strategic Plan alignment: Academics**</div> <div>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.</div> <div>District Turnaround Plan Goal</div> <div>[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.</div>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<div>[S 2.1] Standards Aligned Core Instruction</div> <div>Rationale</div> <div>-----</div> <div>*Provide a rationale for choosing the strategy/intervention.*</div> <div>Teachers will plan and execute standard aligned</div>	<div>[A 2.1.1] Instructional Materials, Supplies, Resources, and Technology</div> <div>Description</div> <div>-----</div> <div>*Provide a brief narrative of the proposed action step.*</div>	Tierney Armour	10/01/2024	SSIG [\$11176.23] TAG 4.0 SSIG 2.0	

<p>lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum and educational resources that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>Based on 2023-24 Spring MasteryConnect data the number of Algebra I students meeting and/or exceeding expectations increased by 0.6%, from 4% in 2022-23 to 4.6% in 2023-24.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Quarterly School-wide Formative Assessments</p>	<p>The purchase of instructional resources, software, supplies, technology (laptops, tablets, interactive boards) to support and enhance aggressive monitoring of instructional delivery in the classroom, increase student engagement with technology, and ultimately increase student achievement.</p> <p>Increasing the use of technology is intended to support and increase student engagement during daily lesson plan implementation, specifically in the area of math.</p> <p>As technology advances, it is imperative that our students continue to build and master the skills necessary to compete in a global society.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly lesson plans * Daily exit tickets</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p>				
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will reflect a 5% increase in the number of students scoring 80% or better after each assessment.
* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.

****SSIG 1.0****

****Equipment****

3 – 75" Promethean Panel @ 2,595 = 7,785

3 – Installation @ 250 = 750

3 – Uninstall @ 125 = 375

2 – All in One Teacher Desktops @ 875.14 = 1,750.28

1 – Admin Tablet @ 476

Subtotal: ****11,136.28****

****Supplies****

2 – Desktops @ 15.75 = 31.50

1 – Student Tablet @ 8.45 = 8.45

Subtotal: 39.95

Grand Total: \$11,176.23

Vendor: School Specialty

Item: Texas Instruments TI-84 Plus CE Graphing Calculator Classroom Bundle Item# 2016232

Cost: \$7,037.99

Qty: 1

Shipping: \$398.21

	<p>Total: \$7,436.20</p> <p>New Grand Total: \$18,612.43</p> <p>Budget for TAG 4.0</p> <p>Teacher/Admin Tablet Microsoft Surface Pro 7+ Vendor CDW cost for 6 devices equals \$6120.00</p> <p>Deployment cost for Teacher/Admin Tablet Microsoft Surface Pro 7+ Vendor Broadway Typewriter Company cost for 6 devices at \$8.45 per unit equals \$50.70</p> <p>Student Laptops HP Probook 430G8 Vendor Thomas Consultants (60 laptops at \$697.84 = \$41,870.40 total)</p> <p>Deployment for laptops Vendor Broadway Typewriter Company at \$14.00 for 60 equals \$840 total</p> <p>Vendor Thomas Consultants Anywhere Cart 30 Unit 2 carts for \$688.85 equals 1377.70 total</p> <p>Deployment for laptop cart Vendor Broadway Typewriter 2 carts at \$24.50 per unit equals \$49.00 total</p> <p>Grand Total for TAG 4.0 = \$50,307.80</p> <p>Vendor: CDW-G</p> <p>Item: eGlass boards: HoverCam eGlass 50" Glassboard with Rechargeable battery</p>				
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	<p>40 Desktop deployments at each = \$680</p> <p>3 Color printer at \$500 each = \$1500</p> <p>5 Charging towers at \$355 each = \$1775 from CDW-G</p> <p>300 Headphones at \$3.61 each = \$1083 from ODP Business</p> <p>9 C-pen 2 readers at \$2780 each = \$24750 + \$100 for shipping = \$24850</p> <p>19 Mobile cart at \$1099 each = \$20881 from Lakeshore</p> <p>5 Whiteboard pack of 100 at \$35.05 each = \$175.25 from ODP Business</p> <p>22 Tripod whiteboards at \$213.35 = \$4693.70 from ODP Business</p> <p>TOTAL COST: \$148, 557.95</p>				
	<p>[A 2.1.2] Very Intelligent People (VIP) Incentive Program Description -----</p> <p>**The Very Intelligent People (VIP) Incentive Program is open to all MHS students who show quarterly improvement in the areas of attendance, academics, and/or behavior.**</p> <p>**Alignment to Need – The VIP (VIP) Incentive Program seeks to encourage students who are “on the cusp” of experiencing sustained academic success. Students targeted for this incentive</p>	Tierney Armour, PLC Coach	11/05/2024	SSIG [\$1300.60]	

	<p>program are those who have a G.P.A. of 2.75 or higher, a conduct grade of S or better, attendance rates between 85% and 94%, and who have no more than 1-2 minor behavior infractions. Typically, these students do not qualify for the National Honors Society, nor are they recognized during honors programs because they don't meet the established criteria for Honor Roll, Principals' list, perfect attendance, or behavioral honors. The goal of the incentive program is to encourage and expand the achievement of all students, in particular, the "bubble students", from quarter to quarter. **</p> <p>Implementation -----</p> <p>* Quarterly student work samples * Daily exit tickets</p> <p>Effectiveness -----</p> <p>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p> <p>**Expenses – Very Intelligent People Incentive Program**</p> <p>**Customized Lanyards**</p> <p>* **40 Student Inductees x \$3.12/lanyard x 2</p>				
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	<p>Induction Ceremonies = \$249.60**</p> <p>**Certificates (Pack of 15) & Posters to Cover Both Ceremonies**</p> <p>* **7 Packs of Certificates x \$8.00/pack = \$56.00**</p> <p>* **10 VIP Incentive Program Posters x \$16.00/posters = \$160.00**</p> <p>**A Self-Guided Workbook for Highly Effective Teens by Steven Covey**</p> <p>* **80 Books x \$10.00 = \$800.00**</p> <p>* **Shipping = \$35.00**</p> <p>** **</p> <p>**Grand Total = \$1,300.60**</p>				
	<p>[A 2.1.3] Instructional Facilitator Stipend</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The role of the Instructional Facilitator will be to develop and oversee learning plans which reflect the school's vision/mission and meet high school standards. The Facilitator is responsible for monitoring the implementation of strategies and the utilization of equipment and materials. In addition, the Instructional Facilitator works to ensure that norming procedures are conducted throughout the building and perfected. With input from the Administration Team, Faculty and Staff, the Instructional Facilitator is ultimately able to create, communicate and model the school-wide instructional framework.</p> <p>Implementation</p> <p>-----</p>	<p>Eric Cooper, Principal, Tierney Armour, PLC Coach & Instructional Facilitator</p>	<p>05/29/2025</p>	<p>SSIG [\$6000.00]</p>	

	<p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none">* Quarterly school-wide formative assessments* Weekly informal observation tool and rubric* Quarterly insights from PowerBI* Feedback from weekly Informal walkthroughs* Weekly PD agendas, minutes and sign-in* Formal Evaluation (TEM --- School Based Instructional Coach)* Duty/Task Logs (11 month) <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none">* Quarterly school-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.* Quarterly insights from PowerBI* Feedback from weekly Informal walkthroughs* Weekly PD agendas, minutes and sign-in* Bi-annually formal Evaluation (TEM --- School Based Instructional Coach)* Weekly duty/Task Logs (11 month) <p>Budget</p> <p>* 200 work days logged in PowerApp between August 2024 to May 2025 = an additional \$6000</p>				
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	<p>stipend</p> <p>* (100 work days logged in PowerApp prior to the end of semester one = \$3000)</p> <p>* (100 work days logged in PowerApp prior to the end of semester two = \$3000)</p>				
	<p>[A 2.1.4] Tiger Math Night</p> <p>Description</p> <p>-----</p> <p>**Teachers will share with parents school-wide literacy and math data, current classroom strategies, and engagement activities that will support the mastery of standards. Parents will gain knowledge and support from teachers to help their children/students increase achievement. The information shared will include current school-wide literacy and math data, classroom engagement strategies, and important upcoming academic activities.**</p> <p>**Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the EOC in ELA and Math.**</p> <p>Implementation</p> <p>-----</p> <p>* Quarterly student work samples</p> <p>* Daily exit tickets</p> <p>Effectiveness</p> <p>-----</p> <p>* Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</p> <p>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p>	<p>Tierney Armour, PLC Coach</p>	<p>11/05/2024</p>	<p>SSIG [\$700.00]</p>	

	<p>**Expenses: Tiger Literacy/Math Nights**</p> <p>**Refreshments: Refreshments: 90–100-piece Chick-Fil-A chicken mini tray, 2 fruit trays, one gallon of lemonade, one gallon of tea, 2 cases of bottled water (\$175)**</p> <p>**\$175 cost/event x 2 events = \$350.00**</p> <p>**Stipend for Teachers to Conduct After-School Tiger Literacy/Math Nights: Teachers will be paid a nominal stipend to conduct the After-School Tiger Literacy/Math Nights**</p> <p>**3 Teachers/night x 2 Nights x 2 Hours/Night x \$25.00/hr = \$300.00 + \$50.00 benefits, etc. = \$350.00**</p> <p>**Total: \$700.00**</p> <p>-----</p>				
<p>[S 2.2] Professional Development</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance</p> <p>Supporting Data</p> <p>-----</p>	<p>[A 2.2.1] S 1.3 Recruit, retain, and hire highly effective educators</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>* Impart or provide effective teachers for all students in grades 9-12</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Eric Cooper Principal, David Taylor Vice Principal, Tierney Armour PLC Coach, Breana Henderson Literacy Coach</p>	<p>10/01/2024</p>		

<p>Based on 2023-24 Spring MasteryConnect data the number of Algebra I students meeting and/or exceeding expectations increased by 0.6%, from 4% in 2022-23 to 4.6% in 2023-24.</p> <p>Benchmark Indicator Implementation -----</p> <p>* Weekly collaborative planning agenda and minutes * Monthly professional development agenda and minutes</p> <p>Effectiveness -----</p> <p>* Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</p>	<p>* Weekly classroom observations * Weekly PLC meetings * Bi-monthly ILT meetings * Monthly Zone meetings</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Weekly classroom observations using the district instructional practices walkthrough tool and a debriefing document will provide the school with data to 1.) determine 95% of our teachers' ability to effectively implement the instructional shifts outlined in the district instructional practices walkthrough tool and the Professional Learning Zone (PLZ) PD management system and 2.) gauge the implementation of standards aligned instruction in order to plan professional development support. * Weekly PLC meetings will be held for teachers to 1.) determine planning scope and sequence, 2.) perform routine student work analysis, 3.) report out details of student performance, and 4.) discuss and demonstrate strategies for best practices in order for students to reach 80% on track and/or mastery. * Instructional Leadership Team (ILT) meetings will be conducted twice each month at 95% attendance to ensure school leaders are 1.) sharing resources, 2.) deciphering content and data and 3.) obtaining content support through effectively collaborating and communicating new information with school-level educators. * Monthly zone meetings (Leadership Development Week) and small-group ILT sessions (Teacher Development Week) will be facilitated monthly by</p>				
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	Instructional Leadership Directors at 95% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.				
<p>[S 2.3] Targeted Interventions and Personalized Learning</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>**Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches and materials designed to meet the needs of specific learners to improve student achievement.**</p> <p>Supporting Data</p> <p>-----</p> <p>Based on 2023-24 Spring MasteryConnect data the number of Algebra I students meeting and/or exceeding expectations increased by 0.6%, from 4% in 2022-23 to 4.6% in 2023-24.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p> <p>* Quarterly RTI differentiated training PD sessions and sign-in sheets</p> <p>* Monthly progress monitoring data reports</p> <p>* Monthly data team meetings agendas and sign-in sheets</p> <p>* **Weekly scheduled drop-ins, walkthroughs and</p>	<p>[A 2.3.1] RTI for At-Risk Students</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Tier 2 and Tier3 students will participate daily in the District's technology-based RTI program (Edgenutiy, Fastbridge Illuminate, I-Ready)</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>•Quarterly RTI differentiated training PD sessions and sign in sheets</p> <p>•Monthly progress monitoring data reports</p> <p>•Monthly data team meetings agendas and sign-in sheets</p> <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>•Increase Bi-Weekly ELA MasteryConnect on track</p>	<p>Eric Cooper-Principal, Vincent Spriggs- RTI Instructor, Demetris Griffin-RTI Instructor</p>	<p>10/01/2024</p>		

<p>observations**</p> <p>* **Weekly PLC meetings **</p> <p>* **Equipment purchase quotes, requisition forms and invoices**</p> <p>Effectiveness</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Quarterly RTI PD will reflect an increase in bi-weekly formative assessment scores of on track and mastery to 70% or above in 2024.</p> <p>* Monthly progress monitoring data will be analyzed to assess level of effectiveness at 85% or better</p> <p>* Monthly data team meetings will reflect 10% of students moving from Tier 3 to Tier 2 and Tier 2 to Tier 1</p> <p>* **Increase Math formative assessment on track and mastery to 70% or above in 2023-24 through quarterly and monthly progress monitoring and data team meetings.**</p> <p>* **Weekly progress checks via aggressively monitoring exit tickets, and/or bellwork for 80% mastery or higher.**</p>	<p>and mastery to 70% or above in 2023 through monthly progress monitoring, and monthly data meetings focused on CFA data.</p> <p>•Monthly progress monitoring data will be analyzed to assess level of effectiveness a 85% or better.</p>				
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[G 3] Manassas High School will increase the percentage of Ready Graduate rates from 26% to 36%, ACT Composite score from 13.8 to 18, and EPSOs from 16.5% to 22% in the 2024-25 school 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>[S 3.1] ACT Preparation Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. **ACT Intervention pullouts will be incorporated twice a week Tuesdays and Fridays in 9th and 10th period during the months of January and February.**</p> <p>Supporting Data -----</p> <p>The number of students with 1 Industry Certification and 2 EPSOs increased from 6.6% in 2022-23 to 8.9% in 2023-24.</p> <p>The number of students taking 1 Dual Enrollment course increased from 12.3% in 2022-23 to 16.8% in 2023-24 and the number of students taking 2 Dual Enrollment courses increased from 7.5% in 2022-23 to 10.9% in 2023-24.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p>	<p>[A 3.1.1] Dual Credit and Dual Enrollment Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>* Enroll students in year-long Dual Credit Courses: American History, Intro to Plant Science, Statistics. Students have the option to enroll in the following semester Dual Enrollment courses offered through Southwest Tennessee Community College: Academic Seminar, English Composition I, Criminal Justice, Coding I, and Business Management. Students have the option to enroll in the following Dual Enrollment courses offered through our partnership with the Boys & Girls Club</p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Annual review of the number of AP, DE/DC and CCTE courses offered per year * Semester review of students enrolled in each AP, DE/DC and CCTE course * We will strive for an annual increase in the number of students testing in these courses</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing</p>	<p>Eric Cooper Principal, David Taylor Vice Principal, Zellaery Smith School Counselor, Marcenia Pilate School Counselor</p>	<p>12/02/2024</p>		

<p>* **Semesterly ACT Data**</p> <p>* **Quarterly Mock ACT Data**</p> <p>* **Master Schedule indicating the number of ACT Prep (Math, Science, English, Reading), AP, DE/DC, and CCTE courses offered (Annually)**</p> <p>* **Student enrollment data for each ACT Prep (Math, Science, English, Reading), AP, DE/DC, and CCTE courses (per Semester)**</p> <p>* **ACT prep classes roster to support at least 60 students enrolled each semester, Winter 23 and Spring 24 (per semester)**</p> <p>* **Master Schedule/Faculty Roster verifying the employment of ACT Specialists. (Quarterly)**</p> <p>* **ACT Mock Exam Data - Participation rates, student performance (Quarterly)**</p> <p>* **ACT Exam Data - Participation rates, student performance (Quarterly)**</p> <p>* **ACT Data Team meeting agendas and minutes. (Quarterly)**</p> <p>* **ACT Workshop Sign Sheets & Participation Rates (Quarterly)**</p> <p>* **ACT Naviance Task Completion Reports (Quarterly)**</p> <p>* **After-school ACT tutoring sign-in sheets and student assessment data. Targeted students will have a score range of 17-20. (Monthly)**</p> <p>* **ACT Intervention attendance rosters **</p> <p>* **Daily exit tickets**</p> <p>*</p> <p>Effectiveness</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* **Semesterly review of ACT data will reflect a 3%</p>	<p>student achievement, including the frequency?*</p> <p>* By the start of the 23-24 school year, we will increase the number of AP, DE/DC and CCTE course offerings by 5% higher</p> <p>* Each year we will expand the number of Sophomores, Juniors and Seniors enrolled in these courses by 5% or higher</p> <p>* In these courses, we will increase the percentage of passing scores by 5% annually</p>				
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<p>increase composite test scores.**</p> <p>* **Quarterly mock ACT data review will reflect a 5% increase in student scores.**</p> <p>* **By the start of the 23-24 school year, we will increase the number of AP, DE/DC, and CCTE course offerings by 5% higher (Annually)**</p> <p>* **Increase in the number of students completing tests for the AP, DE/DC, and CCTE courses by at least 5%. (Annually)**</p> <p>* **Increase the number of Sophomores, Juniors, and Seniors enrolled in AP, DE/DC, and CCTE courses by 5% or higher (Per Semester)**</p> <p>* **100% participation rates for the Fall and Spring ACT Mock exams (per Semester)**</p> <p>* **ACT mock exam data will reflect students' scores increasing by at least 5% each quarter.**</p> <p>* **Increase the percentage of students earning passing scores in AP, DE/DC, and CCTE courses by 5% (Quarterly)**</p> <p>* **ACT Specialists will complete 100% of deliverables (Quarterly)**</p> <p>* **100% ACT workshop participation in grades 9-12 (Quarterly)**</p> <p>* **100% completion rates for all Naviance tasks each (Quarterly)**</p> <p>* **Daily exit tickets will reflect 95% of students scoring 80% or above.**</p>					
	<p>[A 3.1.2] ACT Bootcamp</p> <p>Description</p> <p>-----</p> <p>Provide targeted content and test taking skills support to students in the 17-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.</p> <p>Students with a projected score ranging from 16-20 will participate in ACT Bootcamps for English, Math, Science, and/or Reading in order to increase students' individual scores as well as school-wide average score.</p>	<p>Tierney Armour, PLCC & Instructional Facilitator</p>	<p>11/05/2024</p>	<p>SSIG [\$3840.18]</p>	

	<p>Alignment to Need -- School-wide instructional progression to address the Math and ELA deficits to increase gains on the ACT.</p> <p>Implementation -----</p> <p>Semesterly ACT Bootcamp Rosters</p> <p>Quarterly Mock ACT Data</p> <p>Quarterly Projection data reports used to select participants</p> <p>Quarterly boot camp flyers</p> <p>Quarterly boot camp sign-in sheets</p> <p>Quarterly PowerPoint presentation, student surveys upon completing each boot camp</p> <p>Quarterly ACT scores</p> <p>Effectiveness -----</p> <p>Semesterly ACT bootcamp attendances rosters will reflect a 10% increase in the number of students in attendance.</p> <p>Quarterly Mock ACT data review will reflect a 5% increase in student scores.</p> <p>At least 70% of students participating in ACT Boot Camps will earn a 3-point score increase or higher in at least one ACT subject measured by the ACT administered by the District (March 2024)</p> <p>At least 50% of eligible students will participate in the ELA/Reading ACT Bootcamp – English/Reading Boot Camp</p>				
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	<p>At least 50% of eligible students will participate in the Science/Math ACT Bootcamp – English/Reading Boot Camp</p> <p>Expenses – ACT Boot Camp</p> <p>ACT Bootcamp Details: Two, 3-Hour sessions to be held during the Spring 2024 semester. Projected # of student participants: 100 with projected ACT score between 16-20</p> <p>ACT Flashcards - ACT Flashcards, Fourth Edition: Up-to-Date Review: + Sorting Ring for Custom Study (Barron's Test Prep)</p> <p>\$27.89/set of flashcards x 7 sets = \$195.23</p> <p>ACT Workbooks - ACT Total Prep 2024: Includes 2,000+ Practice Questions + 6 Practice Tests (Kaplan Test Prep)</p> <p>\$34.75/workbook x 100 workbooks = \$3,475</p> <p>Certificates of Completion – 48 Sheets Blue Certificate of Completion Award Paper with Gold Foil Sticker Seals for Graduation, Students, Employees (8.5 x 11 in)</p> <p>\$12.99/set of flashcards x 4 sets = \$51.96</p>				
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	<p>Certificate Holders - 120 Packs Certificate Holders, Diploma Holders, Certificate Cover Holders for 8.5x11 Letter Size Paper Card Stock Award Certificates Covers, Document Covers with Gold Foil Border (Black)</p> <p>\$67.99/set of certificate holders x 1 set = \$67.99</p> <p>Shipping = \$50</p> <p>Grand Total: \$3,840.18</p> <p>-----</p>				
	<p>[A 3.1.3] Peer Power (ACT Daily Intervention) Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>This action step is intended to provide daily ACT intervention in the areas of English, Math, Science and Reading to targeted students. In addition to our semester/quarterly ACT Bootcamps, Peer Power's targeted intervention will be open to 12 selected students based on their project ACT score between the range of 16-19. Support sessions will take place each day for one 75-minute block period.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Biweekly pre/post Assessment Questions (ELA/math, Science) * Monthly ACT student assessment MOCK data per subcategories Effectiveness -----</p>	<p>Tierney Armour, PLCC, Instructional Facilitator</p>	<p>05/30/2025</p>	<p>SSIG</p>	

	<p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Improve ACT composite score by at least 3 points on MOCK and actual ACT each semester</p>				
<p>[S 3.2] Early Post-Secondary Opportunities Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness. ACT Intervention pullouts will be incorporated twice a week Tuesdays and Fridays in 9th and 10th period during the months of January and February. Supporting Data -----</p> <p>The number of students with 1 Industry Certification and 2 EPSOs increased from 6.6% in 2022-23 to 8.9% in 2023-24.</p> <p>The number of students taking 1 Dual Enrollment course increased from 12.3% in 2022-23 to 16.8% in 2023-24 and the number of students taking 2 Dual Enrollment courses increased from 7.5% in 2022-23 to 10.9% in 2023-24.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p>	<p>[A 3.2.1] Advanced Placement, Dual Credit and Dual Enrollment Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>* Enroll students in year-long Dual Credit Courses: American History, Intro to Plant Science, Statistics. Students have the option to enroll in the following semester Dual Enrollment courses offered through Southwest Tennessee Community College: Academic Seminar, English Composition I, Criminal Justice, Coding I, and Business Management. Students have the option to enroll in the following Dual Enrollment courses offered through our partnership with the Boys & Girls Club. In addition, we will expand our enrollment number in Advanced Placement courses: APAA (AP US Gov't & Politics, AP Psych, AP Human Geo), AP Lang & Comp and AP Bio. Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p> <p>* Annual review of the number of AP, DE/DC and CCTE courses offered per year * Semester review of students enrolled in each AP, DE/DC and CCTE course * We will strive for an annual increase in the number of students testing in these courses</p>	<p>Eric Cooper Principal, David Taylor Vice Principal, Tierney Armour, PLCC & Instructional Facilitator, Zellaery Smith School Counselor, Marcenia Pilate School Counselor</p>	<p>11/05/2024</p>		

<p>* Daily Exit Tickets</p> <p>* Quarterly Report Cards and Progress Reports</p> <p>* Master Schedule indicating the number of ACT Prep (Math, Science, English, Reading), AP, DE/DC, and CCTE courses offered (Annually)</p> <p>* Student enrollment data for each ACT Prep (Math, Science, English, Reading), AP, DE/DC, and CCTE courses (per Semester)</p> <p>* ACT prep classes roster to support at least 60 students enrolled each semester, Winter 23 and Spring 24 (per semester)</p> <p>* Master Schedule/Faculty Roster verifying the employment of ACT Specialists. (Quarterly)</p> <p>* ACT Mock Exam Data - Participation rates, student performance (Quarterly)</p> <p>* ACT Exam Data - Participation rates, student performance (Quarterly)</p> <p>* ACT Data Team meeting agendas and minutes. (Quarterly)</p> <p>* ACT Workshop Sign Sheets & Participation Rates (Quarterly)</p> <p>* ACT Naviance Task Completion Reports (Quarterly)</p> <p>* After-school ACT tutoring sign-in sheets and student assessment data. Targeted students will have a score range of 17-20. (Monthly)</p> <p>* ACT Intervention attendance rosters</p>	<p>Effectiveness</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* By the start of the 2024-25 school year, we will increase the number of AP, DE/DC and CCTE course offerings by 5% higher</p> <p>* Each year we will expand the number of Sophomores, Juniors and Seniors enrolled in these courses by 5% or higher</p> <p>* In these courses, we will increase the percentage of passing scores by 5% annually</p>				
<p>Effectiveness</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* **Daily Exit tickets will reflect at least 90% of students scoring 80% or higher.**</p> <p>* **Report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher.**</p>					

<p>***By the start of the 23-24 school year, we will increase the number of AP, DE/DC, and CCTE course offerings by 5% higher (Annually)**</p> <p>***Increase in the number of students completing tests for the AP, DE/DC, and CCTE courses by at least 5%. (Annually)**</p> <p>***Increase the number of Sophomores, Juniors, and Seniors enrolled in AP, DE/DC, and CCTE courses by 5% or higher (Per Semester)**</p> <p>***100% participation rates for the Fall and Spring ACT Mock exams (per Semester)**</p> <p>***ACT mock exam data will reflect students' scores increasing by at least 5% each quarter.**</p> <p>***Increase the percentage of students earning passing scores in AP, DE/DC, and CCTE courses by 5% (Quarterly)**</p> <p>***ACT Specialists will complete 100% of deliverables (Quarterly)**</p> <p>***100% ACT workshop participation in grades 9-12 (Quarterly)**</p> <p>***100% completion rates for all Naviance tasks each (Quarterly)**</p>					
<p>[A 3.2.2] Improving Student Achievement in EPSOs</p> <p>Description</p> <p>-----</p> <p>Teachers will receive quarterly training on increasing rigor in classes as well as rigorous components of an honors class to ensure that students meet the benchmarks on the ACT.</p> <p>Implementation</p> <p>-----</p> <p>* ACT Specialists in place for the year</p> <p>* Fall ACT Mock exam</p> <p>* Spring ACT Exam</p> <p>* ACT Workshops each Quarter</p>	<p>Eric Cooper, Principal, David Taylor Vice Principal, Tierney Armour, PLCC & Instructional Facilitator, Breana Henderson, Literacy Coach</p>	11/05/2024			

	<p>* ACT Prep courses Math, Science, English, Reading for the semester</p> <p>* Quarterly ACT Naviance (online platform)</p> <p>* After school ACT tutoring for targeted students (students with a score range 17-20) throughout the year</p> <p>*Effectiveness*</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* ACT Specialists will complete 100% of deliverables each quarter</p> <p>* We will aim for 100% participation on the Fall ACT Mock exam</p> <p>* We will aim for 100% participation on the Spring ACT exam</p> <p>* We will aim for 100% ACT workshop participation in grades 9-12</p> <p>* ACT prep classes roster to support at least 60 students enrolled each semester (Winter 23 and Spring 24)</p> <p>* Monitor ACT Naviance online use quarterly</p> <p>* After school ACT tutoring for targeted students (students with a score range 17-20) throughout the year</p>				
	<p>[A 3.2.3] Student Honor's Day</p> <p>Description</p> <p>-----</p> <p>Honor's Day Program for students with 3.0 or higher GPAs, and excellent performance in citizenship, 34 or higher ASVAB, and 22 or higher on the ACT.</p> <p>Implementation</p> <p>-----</p>	<p>Tierney Armour, PLCC & Instructional Facilitator, Breana Henderson Literacy Coach</p>	<p>11/05/2024</p>	<p>SSIG [\$1600.00]</p>	

	<ul style="list-style-type: none">* Quarterly report cards and progress reports* Quarterly - Program/itinerary* Quarterly school website* Quarterly honor's day program sign-in sheet* Quarterly robocall report <p>Effectiveness</p> <p>-----</p> <p>Quarterly report cards and progress reports will reflect 100% of students enrolled in advanced academics will have a passing grade of C or better.</p> <p>At least 25% of students will increase their GPA to 3.0 and/or increase their ASVAB score to at least 34.</p> <p>Expenses – Honors Day Programs (Two)</p> <p>Honors Day Program Details</p> <p>Medals - \$7.50/medal x 100 medals = \$750.00</p> <p>Certificates of Completion – Certificates (Pack of 15) 10 Packs of Certificates x \$8.00/pack = \$80</p> <p>Trophies - \$8.00/trophy x 90 trophies = \$720.00</p> <p>Shipping = \$50</p> <p>Grand Total: \$1600</p> <p>-----</p>				
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	<p>[A 3.2.4] AP Mock Exam</p> <p>Description -----</p> <p>AP Teacher stipends for two, Saturday AP Mock exams in the spring semester. AP mock exams will be held to provide additional support for students to increase the number of students scoring “3” or above on AP exams.</p> <p>As a result of our growing AP program, this step aims to support student achievement through additional preparation for the national AP exams.</p> <p>Implementation -----</p> <p>Quarterly</p> <ul style="list-style-type: none"> * AP Mock Exam Data * AP Mock Exam Sign-in sheets * AP Mock Exam notifications on the School website * AP Mock Exam Flyers <p>Effectiveness -----</p> <p>Quarterly AP Mock Exam data will reflect a 5% increase in student scores.</p> <p>A 10% increase in the number of students scoring at least a 3 on the AP Exam (from 2023 to 2024) (Annually)</p> <p>Expense – Mock AP Exam</p>	<p>Tierney Armour, PLCC & Instructional Facilitator</p>	<p>11/05/2024</p>	<p>SSIG [\$700.00]</p>	
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	<p>Saturday #1</p> <p>2 teachers x 4 hours x \$43.75/hour = \$350</p> <p>Saturday #2</p> <p>2 teachers x 4 hours x \$43.75/hour = \$350</p> <p>Grand Total = \$700.00</p> <p>-----</p>				
<p>[S 3.3] Career Exploration and Work-Based Learning Opportunities</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Supporting Data</p> <p>-----</p> <p>The number of students with 1 Industry Certification and 2 EPSOs increased from 6.6% in 2022-23 to 8.9% in 2023-24.</p> <p>The number of students taking 1 Dual Enrollment course increased from 12.3% in 2022-23 to 16.8% in 2023-24 and the number of students taking 2 Dual Enrollment courses increased from 7.5% in 2022-23 to 10.9% in 2023-24.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including</p>	<p>[A 3.3.1] A 3.3.1 College and Career Fair</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>12th graders will attend a College and Career Fair in the Fall. 11th graders will attend a College and Career Fair in the Spring. Manassas will host a College and Career Fair for all students in the Spring.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Semester review of the number of Advanced Academics courses offered per year</p> <p>* Semester review of students enrolled in each Advanced Academics course</p> <p>Effectiveness</p> <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Zelleary Smith Counselor, Marcenia Pilate Counselor</p>	<p>12/02/2024</p>		

<p>frequency?*</p> <p>* Semester review of the number of Advanced Academics courses offered per year</p> <p>* Semester review of students enrolled in each Advanced Academics course</p> <p>Effectiveness</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Increase the number of Pre-AP course offerings by 5% of current offerings based on the master schedule annually.</p>	<p>* Increase the number of Pre-AP course offerings by 5% of current offerings based on the master schedule annually.</p>				
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[G 4] Manassas High School will decrease the suspension rate percentage from 29% to 20%, the Chronic Absenteeism rate from 26% to 12%, and increase the attendance rate from 92.6% in 2023-2024 to 95% in the 2024-2025 school year.

****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
<p>[S 4.1] Attendance and Behavior Interventions and Supports</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the</p>	<p>[A 4.1.1] Targeted Attendance and Behavior Interventions and Supports</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action</p>	<p>Eric Cooper Principal, David Taylor Vice Principal</p>	<p>09/16/2024</p>	<p>TAG 4.0</p>	

<p>strategy/intervention.*</p> <p>* Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. Supporting Data -----</p> <p>* At Manassas High School, the suspension rate decreased by 25.4% from 81% in 2022-23 to 55.6% in 2023-24.</p> <p>Benchmark Indicator Implementation -----</p> <p>* 20-day PowerBI attendance reports * 20-day PowerBI behavior reports</p> <p>Effectiveness -----</p> <p>* 20-day PowerBI attendance reports will reflect a 5% decrease in the number of students absent from school. * 20-day PowerBI behavior reports will reflect a 5% decrease in the number of student infractions.</p>	<p>step.*</p> <p>Implement targeted interventions, initiatives and support program that addresses chronic absenteeism and behavioral needs for all students. This includes hiring necessary staff, such as a Behavioral Specialist and an In School Suspension Assistant.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Bi-weekly School Attendance Team meeting agendas and sign in sheets * Quarterly parent workshop agendas and sign in sheets * Bi-weekly check-in parent meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in * Bi-weekly SART and/or SARB meeting agenda and sign in * Quarterly student intervention plans * 20-day suspension reports</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Chronically out of school rates decrease by 5% or more in 2023 bi-weekly. * Improve attendance rates to 96.6% or more in 2023 bi-weekly.</p>				
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	<p>* Incremental increase of 2% on 20-day reports for attendance rates bi-weekly.</p> <p>* Quarterly there will be a 5% reduction in the number of ISS and/or OSS issuance across each grade-level.</p> <p>* 20-day suspension reports will reflect a 5% decrease in the number of student infractions across each grade-level.</p> <p>**Total = 32.000.33**</p>				
<p>[S 4.2] Professional Development</p> <p>Rationale</p> <p>-----</p> <p>* Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance.</p> <p>Supporting Data</p> <p>-----</p> <p>* At Manassas High School, the suspension rate decreased by 25.4% from 81% in 2022-23 to 55.6% in 2023-24.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>* Daily checks for accurate attendance</p>	<p>[A 4.2.1] PD for Parents</p> <p>Description</p> <p>-----</p> <p>* Provide quarterly workshops, material, and other training opportunities, using a variety of delivery systems to support parents in understanding the importance of daily school attendance, as well as the opportunities available for high school graduates</p> <p>Implementation</p> <p>-----</p> <p>* Twice a month, we will host professional development on SART</p> <p>* Four times a year (twice each semester via Annual Title I and Data Team meetings), we will host professional development covering RTI2-B Tier 1 and Tier 2</p> <p>Effectiveness</p> <p>-----</p> <p>* Twice a month, we will host professional development on SART to 95-100 % of our parents</p> <p>* Four times a year (twice each semester via Annual Title I and Data Team meetings), we will host professional development covering RTI2-B Tier 1 and Tier 2 for 95-100% of our parents</p>	<p>Eric Cooper Principal, David Taylor Vice Principal</p>	<p>10/01/2024</p>		

<ul style="list-style-type: none"> * Bi-monthly we'll hold SART meetings * Monitor 20 day reports to identify students at risk of high chronic absenteeism * Monitor 20 day reports to assess the impact of suspensions on daily attendance * Monitor teacher/parent contact logs weekly <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * Daily checks for 100% accurate attendance * Bi-monthly we'll hold SART meetings to clear 5% * Decrease students at risk of chronic absenteeism by 5% by monitoring 20 day reports * Increase attendance by 5% (97%) by monitoring 20 day reports * Weekly parent contact logs reflect that all teachers contact at least 3 parents/guardians. 					
<p>[S 4.3] Parent, Family, and Engagement</p> <p>Rationale</p> <p>-----</p> <ul style="list-style-type: none"> * Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior. <p>Supporting Data</p> <p>-----</p> <ul style="list-style-type: none"> * At Manassas High School, the suspension rate decreased by 25.4% from 81% in 2022-23 to 55.6% in 2023-24. <p>Benchmark Indicator</p>	<p>[A 4.3.1] Additional Resources for At-Risk Students</p> <p>Description</p> <p>-----</p> <ul style="list-style-type: none"> *Provide a brief narrative of the proposed action step.* * Administrators, counselor, teachers, and support staff will meet weekly to track attendance, grades and behavior of students identified as at-risk to reduce truancy rates, increase student achievement, and reduce suspensions and expulsions in an effort to increase the graduation rate. . <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> *Identify the indicator(s) used to measure 	<p>Eric Cooper Principal, David Taylor Vice Principal</p>	<p>12/02/2024</p>		

<p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?*</p> <p>* Twice a month, we will host professional development on SART for our parents (we will utilize parent sign ins and QR Codes)</p> <p>* Four times a year, we will host professional development covering RTI2-B Tier 1 and Tier 2 (we will utilize parent sign ins and QR Codes)</p> <p>* We will host both Annual Title I and Data Team meetings at least twice a year (we will utilize parent sign ins and QR Codes)</p> <p>* We will host parent/teacher conferences at least twice a year (we will utilize parent sign ins and QR Codes)</p> <p>* Weekly, we will utilize digital platforms such as Blackboard and Possip to help increase our parent/family involvement</p> <p>* Each day, we will require mandatory conferences with 100% of our parents of students returning from out-of-school suspension</p> <p>Effectiveness -----</p> <p>* Twice a month, we will host professional development on SART to 95-100 % of our parents based on our student enrollment</p> <p>* Four times a year (twice each semester via Annual Title I and Data Team meetings), we will host professional development covering RTI2-B Tier 1 and Tier 2 for 95-100% of our parents based on our student enrollment</p> <p>* We will aim to host both our Annual Title I and Data Team meetings at least twice a year for 95-100% of our parents based on our student</p>	<p>implementation of the action step.*</p> <p>Monitor 20 day reports to identify students at risk of high chronic absenteeism</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Chronically out of school rates decrease by 5% or more by the end of the 2024 SY</p> <p>Improve attendance rates to 96.6% or more by the end of the 2024 SY</p>				
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enrollment

* Weekly, will utilize digital platforms such as Blackboard and Possip to help us track our progress to 95%--100% parent/family involvement

* Each day, we will aim to decrease our number of suspensions by at least 1%