

Cordova High School Annual Plan (2024 - 2025)

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

Cordova High School will increase ELA on-track and mastery proficiency rates for 9-12 from 28.5% in 2022-23 to 34.7% in 2024-25.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

Formative Assessment using Performance Matters

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Provide access to a rigorous reading/language arts curriculum, quality core instructions and assessments aligned with the State's academic content standards to develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> **Implementation and Effectiveness**</p> <p>**Implementation**</p> <p>Quarterly School-wide Formative Assessments for EOC courses</p> <p>Weekly Informal Observation Tool and rubric</p> <p>Quarterly Formal Observation Tool</p> <p>Quarterly Data Dig Minutes</p> <p>Weekly lesson plans</p>	<p><b>[A 1.1.1] Integrate technology in instruction and assessment</b> Teachers and students will use SMART Boards, Promethean panels, laptops, Desktop computers, LCD projectors, Printers, Poster makers and other instructional technology equipment in daily instruction with a focus on school-wide reform strategies and learning activities to increase student academic performance. Teachers will use instructional technology and software programs to assess students' academic performance and provide timely interventions and enrichment.</p>	Barton Thorne, Michelle De Gruy, Daniel Jerden, Chanda Crenshaw, Jerry Chappell, Harmony Sangster, Mario Watkins, Caroline Lyman Joshua Beard, Santai Windrick, Alexzondra Pryor	05/19/2025	Title I	

<p>Quarterly student work samples</p> <p>Daily exit tickets</p> <p><b>**Effectiveness**</b></p> <p>Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</p> <p>Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>Formal observation data will inform professional development for 100% of teachers.</p> <p>Quarterly data dig minutes will show at least 50% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</p> <p>Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum.</p> <p>Quarterly review of student work samples will show 50% of students master standards at 80% or higher.</p> <p>Daily exit tickets will reflect at least 50% of students scoring 80% or higher.</p>					
	<p><b>[A 1.1.2] School-wide strategies for increasing rigor and student engagement</b></p> <p>Students will use the school-wide annotation and close reading strategies to read, annotate, and discuss informational texts from various content areas as a basis for writing argumentative essays and justifying responses. Students will use complex texts, argumentative writing, Cornell Notes, and</p>	<p>Barton Thorne; Michelle DeGruy; Charles Cooper, Daniel Jerden; Mario Watkins; Chanda</p>	05/19/2025	Title I	

	Socratic Seminar/Philosophical Chairs in every content area. Teachers will co-plan in PLC's and use common formative assessments based on specific content-area standards.	Crenshaw; Jerry Chappell; Alexzondra Pryor; Caroline Lyman, Joshua Beard, Harmony Sangster			
	<b>[A 1.1.3] Support Rich Learning environments for all students</b> Secure supplies, materials, equipment, programs, and other support to provide high-quality instruction and help engage students at different learning levels and with different learning styles/needs in virtual and in-person settings. Create posters of PBO's and instructional strategies to enhance the learning environment and support learning.	Barton Thorne; Michelle De Gruy; Harmony Sangster, Brandi Mason, Jerry Chappell	05/19/2025	Title I	
	<b>[A 1.1.4] Create and use Common Formative Assessments</b> Teachers will create and administer common formative assessments to gauge students' mastery of standards and to create plans to target students needing interventions and enrichment/extension using resources such as Mastery Connect. We will schedule time once per month to allow time for data collection and analysis from these assessments.	Barton Thorne; Michelle DeGruy; Daniel Jerden; Joshua Beard; Chanda Crenshaw; Jody Patrick; Mario Watkins; Harmony Sangster; Alexzondra Pryor; Santai Windrick, Caroline Lyman	05/19/2025	Title I	
<b>[S 1.2] Professional Development</b> Ongoing, high quality professional development at the district and school level will be provided to teachers, administrators, instructional leaders and other instructional staff focusing on changing instructional practices that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient	<b>[A 1.2.1] Participate in weekly PLC's</b> Teachers will meet in weekly PLCs during the school day to focus on analyzing assessment data and student work and co-plan high-quality lessons that include best practices in instruction.	Barton Thorne; Jerry Chappell; Sherri Kilpatrick; Christie McDermott	12/20/2024	Title I	

<p>reading levels of grade supported texts. These foci will result in improved student performance.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation and Effectiveness**</b></p> <p><b>**Implementation**</b></p> <p>Bi-Weekly admin meetings with agenda and minutes</p> <p>Weekly collaborative planning agenda and minutes</p> <p>Monthly professional development agenda and minutes</p> <p>Weekly PLC meeting agenda and minutes</p> <p>Bi-weekly Instructional Leadership Team (ILT) agenda and minutes</p> <p><b>** Effectiveness**</b></p> <p>Bi-Weekly admin meetings will monitor classroom observations that will reflect effective implementation of instructional practices.</p> <p>Weekly collaborative planning meetings resulting in evidence of effective pacing and use of curriculum resources</p> <p>Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 5%.</p> <p>Weekly PLCs will result in 100% of teachers receiving content specific support to increase overall student achievement by 5%.</p>					
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Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework.					
	<b>[A 1.2.2] PD in department meetings</b> Teachers will meet twice a month to learn about a high-leverage instructional practice/strategy from a lead teacher/content coach and then practice using the strategy. They will use two anchor texts, "Teach Like a Champion: Updated Edition Volume 3" and "Conscious classroom Teaching Strategies"	Barton Thorne; Jerry Chappell; Charles Cooper; Joshua Beard; Chanda Crenshaw; Harmony Sangster; Mario Watkins	12/20/2024		
	<b>[A 1.2.3] Attend local, state and national conferences</b> Faculty/staff will attend local, state, and national conferences to learn about best practices in instruction (with a focus on literacy and mathematics) and share the information with faculty/staff through various means/media. Conferences will include ASCD (Association for Supervision and Curriculum Development) and ISS (Innovative Schools Summit)	Barton Thorne, Harmony Sangster, Caroline Lyman, Jerry Chappell	05/19/2025	Title I	
	<b>[A 1.2.4] Instructional Technology PD</b> Faculty and Staff will receive PD for various instructional technology purchased for their instructional use in an effort to enhance blended learning in the classroom.	Barton Thorne; Harmony Sangster, Saundra Shaw, Jerry Chappell	11/01/2024	Title I	
	<b>[A 1.2.5] New Teacher Induction</b> First year teachers will be assigned a one to one mentor who is a level 4/5 teacher with a proven record of quality education. This teacher will be in their department.  New teachers will receive a mentor team of level 4/5 teachers with a proven record of quality education in addition to access to a school based PD library of various teachers demonstrating mastery in various areas of instruction.  The mentors will receive a common set of	Barton Thorne; Jerry Chappell; Harmony Sangster	09/30/2024		

	expectations and deliverables to ensure a quality induction program for all new teachers.				
	<b>[A 1.2.6] Learning Walks</b> Members of the Instructional Leadership Team will participate in Learning Walks to gather information about instructional practices, analyze trends, and provide support in areas of need.	Barton Thorne; Jerry Chappell; Alexzondra Pryor, Santai Windrick, Sherri Kilpatrick, Caroline Lyman; Charles Cooper; Joshua Beard; Harmony Sangster	12/13/2024		
<b>[S 1.3] Targeted Intervention and Personalized Learning</b> Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.  <b>Benchmark Indicator</b> **Implementation and Effectiveness**  **Implementation**  Monthly progress monitoring data  Monthly data meeting agenda and minutes  Quarterly benchmark assessment data  Weekly fidelity checks  Weekly iReady reports  **Effectiveness**	<b>[A 1.3.1] ELA Interventionist Teacher</b> An ELA Interventionist teacher and a SPED co-teacher will use resources and data points to provide small group and individualized instruction in a computer lab setting to increase students' literacy skills.	Barton Thorne; Michelle De Gruy; Daniel Jerden; Jody Patrick; James Estes; Dorthy Taylor	12/13/2024	Title I	

<p>Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</p> <p>Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p> <p>Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p>					
	<p><b>[A 1.3.2] Bilingual Support for ESL/ELL students</b></p> <p>The Bilingual Guidance Counselor will provide all scheduling for ESL/ELL students and support ESL teachers in monitoring Individualized Language Plans (ILPs). Students and parents also have two bilingual liasons here at the school to support students academically and socio-emotionally.</p>	<p>Barton Thorne; Michelle De Gruy; Dana Faircloth; Ivan Borgos; Ennio Arias</p>	05/19/2025		
	<p><b>[A 1.3.3] Practice WIDA Tests for ESL Students</b></p> <p>ESL teachers will provide practice WIDA tests to ESL students to determine their readiness and better prepare them for spring testing.</p>	<p>Kate Gupta; Barton Thorne; Dana Faircloth; LaTraci Aldridge; Ivan Borgos; Ennio Arias</p>	05/19/2025		
	<p><b>[A 1.3.4] English Support for ESL Students</b></p> <p>ESL students will receive "push in" support from ESL teachers in their Gen Ed English classroom.</p>	<p>Michelle De Gruy, Dana Faircloth; Kate Gupta; Ivan Borgos, Ennio Arias</p>	05/19/2025		
	<p><b>[A 1.3.5] PLC's with Gen Ed and SPED Teachers</b></p> <p>In weekly PLCs, GEN ED and SPED teachers will work together to analyze CFA data and student work; co-plan high quality lessons; and address</p>	<p>Barton Thorne; Jody Patrick; Jerry Chappell; Sherri</p>	05/19/2025		

	IEP modifications and accommodations in instruction and assessments.	Kilpatrick; Christie McDermott			
	<b>[A 1.3.6] Credit Recovery Classes</b> Identified students participate in online and in person credit recovery classes in a seated class with a certified teacher using Project Graduation or the logistical system set up at the school.  The graduation coach conducts pull-out opportunities for seniors and afterschool programs to ensure students are ontrack to graduate ontime.	Michelle De Gruy; Barton Thorne; Carrie Kell; LaCretia Brasher; Tiffany Davis; Veronica Hardeman; Kristina King	05/19/2025		

## [G 2] Mathematics

Cordova High School will improve on-track/mastery percentages for grades 9-12 from 11.9% in 2022-2023 to 17.6% in 2024-2025.

By spring 2025, we will improve 9-12 mathematics. We believe improvement in this area can continue based on work done in the prior year including the implementation of new math curriculum material and the execution of rigorous professional development to support math.

### Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

Formative Assessment using Performance Matters

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<b>[S 2.1] Standard Aligned Core Instruction</b> Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.  <b>Benchmark Indicator</b> **Implementation and Effectiveness**	<b>[A 2.1.1] Integrate Technology in Instruction and Assessment</b> Teachers and students will use SMART Boards, Promethean panels, laptops, computers, LCD projectors and other instructional technology equipment in daily instruction with a focus on school-wide reform strategies and learning activities to increase student academic performance. Teachers will use instructional technology and programs to assess students' academic performance and provide timely interventions and enrichment	Barton Thorne; Michelle DeGruy; Daniel Jerden; Mario Watkins; Jody Patrick; Alexzondra Pryor; Santai Windrick; Caroline Lyman; Harmony Sangste	12/20/2024	Title I	

<p><b>**Implementation**</b></p> <p>Quarterly School-wide Formative Assessments</p> <p>Weekly Informal Observation Tool and rubric</p> <p>Quarterly Formal Observation Tool</p> <p>Quarterly Data Dig Minutes</p> <p>Weekly lesson plans</p> <p>Quarterly student work samples</p> <p>Daily exit tickets</p> <p><b>**Effectiveness**</b></p> <p>Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</p> <p>Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>Formal observation data will inform PD for 100% of teachers.</p> <p>Quarterly data dig minutes will show at least 50% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</p> <p>Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum.</p> <p>Quarterly review of student work samples will show 50% of students master standards at 80% or higher.</p>					
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Daily exit tickets will reflect at least 50% of students scoring 80% or higher.					
	<b>[A 2.1.2] School-wide Strategies for Increasing Rigor and Student Engagement</b> Students will use the school-wide math strategies, vocabulary, and techniques to solve and discuss mathematical equations and problems. Students will use math manipulatives in all tested math subjects. Teachers will co-plan in PLC's and use common formative assessments based on specific content-area standards	Barton Thorne; Alexzondra Pryor; Harmony Sangster; Mario Watkins; Shonta Burton; Jevonda Flint	05/19/2025	Title I	
	<b>[A 2.1.3] Create and Use Common Assessments</b> Teachers will create and administer common formative assessments to gauge students' mastery of standards and to create plans to target students needing interventions and enrichment/extension using resources such as Performance Matters	Barton Thorne; Michelle DeGruy; Daniel Jerden; Mario Watkins; Jody Patrick; Harmony Sangster; Alexzondra Pryor ; Santai Windrick, Caroline Lyman	12/20/2024	Title I	
	<b>[A 2.1.4] Support rich learning environments for all students</b> Secure supplies, materials, equipment, programs, and other support to provide high-quality instruction and help engage students at different learning levels and with different learning styles/needs in virtual and in-person settings. Create posters of PBO's and instructional strategies to enhance the learning environment and support learning.	Barton Thorne; Michele DeGruy; Harmony Sangster; Brandi Mason, Jerry Chappell	12/20/2024	Title I	
<b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student	<b>[A 2.2.1] Participate in Weekly PLCs</b> Teachers will meet in weekly PLCs during the school day to focus on analyzing assessment data and student work and co-plan high-quality lessons that include best practices in instruction.	Barton Thorne; Chanda Crenshaw;Alex zondra Pryor; Mario Watkins; Santai	05/19/2025	Title I	

<p>performance.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation and Effectiveness**</b></p> <p><b>**Implementation**</b></p> <p>Weekly collaborative planning agenda and minutes</p> <p>Monthly professional development agenda and minutes</p> <p>Weekly PLC meeting agenda and minutes</p> <p>Bi-weekly Instructional Leadership Team (ILT) agenda and minutes</p> <p><b>**Effectiveness**</b></p> <p>Bi-Weekly admin meetings will monitor classroom observations that will reflect effective implementation of instructional practices.</p> <p>Weekly collaborative planning meetings resulting in evidence of effective pacing and use of curriculum resources</p> <p>Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 5%.</p> <p>Weekly PLCs will result in 100% of teachers receiving content specific support to increase overall student achievement by 5%.</p> <p>Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework.</p>		<p>Windrick, Caroline Lyman; Joshua Beard; Harmony Sangster</p>			
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	<p><b>[A 2.2.2] Attend local, state, and national conferences</b></p> <p>Faculty/staff will attend local, state, and national conferences to learn about best practices in instruction and share the information with faculty/staff through various means/media. Conferences will include ASCD (Association for Supervision and Curriculum Development), NCTM (National Council of Teachers of Mathematics); and NSTA (National Science Teachers Association) and ISS (Innovative Schools Summit)</p>	<p>Barton Thorne; Chanda Crenshaw; Mario Watkins; Harmony Sangster</p>	03/08/2025	Title I	
	<p><b>[A 2.2.3] Instructional Technology PD</b></p> <p>Faculty and staff will be provided self-selected instructional technology PD during and after the school day.</p>	<p>Barton Thorne; Michelle DeGruy; Chanda Crenshaw; Mario Watkins; Daniel Jerden; Joshua Beard; Harmony Sangster</p>	12/20/2024		
	<p><b>[A 2.2.4] PD in Department Meetings</b></p> <p>Teachers will meet twice a month to learn about a high-leverage instructional practice/strategy from a lead teacher/content coach and then practice using the strategy.</p>	<p>Barton Thorne; Mario Watkins; Alexzondra Pryor; Santai Windrick; Charles Cooper; Jerry Chappell</p>	05/19/2025		
	<p><b>[A 2.2.5] New Teacher Mentor</b></p> <p>New teachers will be assigned to a new teacher mentor who will conduct informal observations and provide support and feedback to increase teachers' capacity.</p>	<p>Barton Thorne; Harmony Sangster; Carrie Kell; Jerry Chappell</p>	10/04/2024		
	<p><b>[A 2.2.6] School-wide Learning Walks</b></p> <p>Members of the Instructional Leadership Team will participate in Learning Walks to gather information about instructional practices, analyze trends, and provide support in areas of need.</p>	<p>Barton Thorne; Jerry Chappell; Alexzondra Pryor; Santai Windrick;</p>	05/19/2025		

		Charles Cooper,			
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> **Implementation and Effectiveness **</p> <p>**Implementation**</p> <p>Monthly progress monitoring data</p> <p>Monthly data meeting agenda and minutes</p> <p>Quarterly benchmark assessment data</p> <p>Weekly fidelity checks</p> <p>Weekly iReady reports</p> <p>**Effectiveness**</p> <p>Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</p> <p>Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</p>	<p><b>[A 2.3.1] Mathematics Interventionist Teacher</b> A Math Interventionist teacher will provide individualized instruction EdGenuity, I-Ready and My Math Lab in a computer lab setting to increase students' Mathematics skills.</p>	<p>Barton Thorne; Daniel Jerden; Zachary Sutton; LaTraci Aldridge</p>	05/19/2025	Title I	

Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.					
	<b>[A 2.3.2] Bilingual Support for ESL/ELL students</b> Students have access to a bilingual guidance counselor, as well as two bilingual mentors who will provide all scheduling for ESL/ELL students and support ESL teachers in monitoring Individualized Language Plans (ILPs) and support to parents.	Michele De Gruy; Dana Faircloth; Ivan Borgos; Ennio Arias	05/19/2025	Title I	
	<b>[A 2.3.3] PLCs with GEN ED and SPED Teachers</b> In weekly PLCs, GEN ED and SPED teachers will work together to analyze CFA data and student work; co-plan high quality lessons; and address IEP modifications and accommodations in instruction and assessment.	Barton Thorne; Michele DeGruy; Mario Watkins; Jody Patrick; Harmony Sangster; Alexzondra Pryor; Shonta Burton; Bonita Lowrance	05/19/2025		
	<b>[A 2.3.4] Identify and support students needing additional assistance</b> The RTI Admin, Coordinator and other staff members like behavioral specialists and AP's will use Fastbridge--the new RTI software--as the screener to identify literacy and numeracy skill deficits and as a progress monitor to get data points on students' RTI tiers to see if they are improving.  We will also use Edgenuity to help refine skills deficits in both literacy and numeracy and to support any SPED students that are SLD.	Barton Thorne; Michele De Gruy; Daniel Jerden; Jody Patrick; Latraci Aldridge; Bonita Lowrance	05/19/2025		
	<b>[A 2.3.5] Credit Recovery Classes</b> Identified students will participate in online credit recovery seated classes with a certified teacher using GradPoint.	Michelle De Gruy; Carrie Kell; Tiffany Davis	12/20/2024		

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

Cordova High School will increase the percentage of Ready Graduates from 20.8% in (2023) to 30% in (2025). Cordova High School will increase graduation rates from 83% in (2023-2024) to 90.0% (2024-25).

Cordova High School will increase the percentage of 21+ ACT Scores from 15.9% (2023-24) to 20% in 2024-25 which will increase the percentage of ready graduates.

**Performance Measure**

Performance effectiveness will be measure by the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<b>[S 3.1] ACT Preparation</b> Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.  <b>Benchmark Indicator</b> **Implementation & Effectiveness**  **Implementation:**  Semester ACT Data  Quarterly Mock ACT Data  Semester ACT Bootcamp Attendance Rosters  **Effectiveness:**  Semester review of ACT data will reflect a 3% increase composite test scores.	<b>[A 3.1.1] School-Based ACT Prep Sessions</b> Identified students will participate in School-Based ACT Prep Sessions with a focus on test-taking skills for the overall test and practice for the content subtests.	Barton Thorne; Michele DeGruy; Tiffany Davis; Robyn Bishop Joseph Estes	12/20/2024		

<p>Quarterly mock ACT data review will reflect a 5% increase in student scores.</p> <p>Semester ACT bootcamp attendances rosters will reflect a 10% increase in the number of students in attendance.</p>					
	<p><b>[A 3.1.2] ACT Prep Classes in Reading and Mathematics</b></p> <p>Identified students will be enrolled in ACT Prep classes in Reading and Mathematics to focus on subtest specific test preparation.</p>	Barton Thorne; Michelle De Gruy; Joseph Estes; Tiffany Davis; Robyn Bishop	12/20/2024		
	<p><b>[A 3.1.3] Mock ACT Test</b></p> <p>All sophmores and juniors will take a mock TruScore ACT test which will provide a simulated composite score and a detailed analysis of student results.</p>	Barton Thorne; Michele DeGruy; Harmony Sangster; Tiffany Davis	03/10/2025		
	<p><b>[A 3.1.4] Freshman PSAT</b></p> <p>All 9th graders will take the PSAT</p>	Harmony Sangster; Michelle De Gruy; Tiffany Davis; Michelle Brooks	10/14/2024		
	<p><b>[A 3.1.5] Tennessee Student Success Course</b></p> <p>All 10th grade students will be placed in Tennessee Student Success to have a dedicated course for Naviance ACT and College Readiness coursework.</p>	Michelle De Gruy; Generra Le Carrie Kell	05/19/2025		
<p><b>[S 3.2] Early Post-Secondary Opportunities</b></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.</p> <p><b>Benchmark Indicator</b></p> <p>**Implementation and Effectiveness **</p> <p>**Implementation**</p>	<p><b>[A 3.2.1] College and Career Prep with Community Partners</b></p> <p>Students will participate in programs (for example, ACT prep and FAFSA support) with community partners and organizations.</p>	Barton Thorne; Harmony Sangster; Ivan Borgos; Tiffany Davis; Bryna Conley; Robyn Bishop	12/20/2024	Title I	

<p>Quarterly report cards and progress reports</p> <p>Daily exit tickets</p> <p>Semester student interest surveys</p> <p><b>**Effectiveness**</b></p> <p>Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher.</p> <p>Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p> <p>As a result of semesterly student interest surveys, there will be a 10% increase in the number of students enrolled in an advanced academic course.</p>					
	<p><b>[A 3.2.2] Students Enrolled in DC U.S. History and DC World History</b></p> <p>Students will be enrolled in DC U.S. History and D.C. World History courses to expose them to college-level rigor and provide EPSO opportunities for all students.</p>	Michelle De Gruy; Tiffany Davis; Generra Le	12/20/2024		
	<p><b>[A 3.2.3] ASVAB Prep and Tests</b></p> <p>Students will be provided ASVAB tutoring. All CCTE and JROTC students will take the ASVAB. Students who score a 31 or higher will be rewarded.</p>	Michelle De Gruy; Sgt. Palmore, Sgt. Stinson Bryna Conley;	10/08/2024		
	<p><b>[A 3.2.4] Dual Enrollment Courses</b></p> <p>DE course will be added to CCTE programs to provide additional EPSOs for students.</p>	Michelle De Gruy; Daniel Jerden; Bryna Conley; Brian Sneed	05/01/2025		
	<p><b>[A 3.2.5] Opportunities for Students to Enroll in Enriched Courses</b></p> <p>Students who meet the specific requirements will be enrolled in a variety of enriched/accelerated courses including C.L.U.E., Honors, AP, DE/DC, and CTE courses leading to industry certifications.</p>	Barton Thorne; Michele DeGruy; Lacrechia Brasher; Robyn Bishop;	05/01/2025		

		Tiffany Davis; LaTraci Aldridge; Generra Le; Dana Faircloth			
<p><b>[S 3.3] Career Exploration and Work-Based Learning Opportunities</b> Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p><b>Benchmark Indicator</b> **Implementation and Effectiveness **</p> <p>**Implementation**</p> <p>Semester review of student transcripts</p> <p>Semester review of career interest inventories</p> <p>**Effectiveness**</p> <p>Semester review student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%.</p> <p>Semester review of student career interest inventories reflects 100% in master scheduling, which supports at least 70% of CTE students mastering competencies to complete industry certifications.</p>	<p><b>[A 3.3.1] Interest Inventory for all 9th graders</b> All 9th graders will take an interest inventory and college readiness assessment in their Contemporary Issues classes to explore career options</p>	Barton Thorne; Daniel Jerden; Michelle Brooks; Casey Getev; Mario Watkins	12/02/2024		
	<p><b>[A 3.3.2] Community Partners in Career Exploration</b> Community partners will work with teachers and students in CTE classes to provide students with real-world exploration of careers in technology</p>	Bryana Conley; Michelle De Gruy; Brian Sneed	03/11/2025		

	(e.g., FedEx will support the Supply Chain program).				
	<b>[A 3.3.3] College and Careers Programs</b> Students will have the opportunity to attend a CTE Open House and participate in Pathway to TN.	Barton Thorne; Michelle De Gruy; Tiffany Davis; Bryna Conley	05/02/2025		
	<b>[A 3.3.4] Work-Based Learning in CCTE</b> All CCTE classes will have WBL and/or Clinical options for their culminating class.	Michelle De Gruy; Bryana Conley; Daniel Jerden; Brian Sneed	05/19/2025		
<b>[S 3.4] Effective Transitions (Middle to High School to Post-Secondary)</b> ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.  <b>Benchmark Indicator</b> **Implementation and Effectiveness **  **Implementation**  Quarterly report cards  Quarterly mock ACT data  Semester 4-year student academic and transition plans  **Effectiveness**  Quarterly review of student report cards will reflect 80% of all students performing at 75% or higher in all core subject area classes.  Quarterly mock ACT data will reflect improvement in student composite scores by at least 10%.  Semester review of 4-year student academic and	<b>[A 3.4.1] Middle School Visits</b> Eighth graders from feeder middle schools will visit the high school to learn about available programs and opportunities (e.g., AP/DE/DC courses; CTE programs; Fine Arts; athletics; student organizations and clubs). Students in the Black and Hispanic subgroups will be the primary focus for this strategy.	Barton Thorne; Michele De Gruy; Michelle Brooks	03/25/2025		

transition plans will reflect that 100% of students are on track of reaching their post-secondary goals.					
	<b>[A 3.4.2] Counselor Visits to Feeder Middle Schools</b> The 9th grade Guidance Counselor will conduct visits to all feeder middle schools to highlight the available programs and opportunities at the high school level (e.g., AP/DE/DC courses; CTE programs; Fine Arts; athletics; student organizations and clubs). Students in the Black and Hispanic subgroups will be the primary focus for this strategy.	Michelle De Gruy; Michelle Brooks	05/19/2025		
	<b>[A 3.4.3] FROSH Camp (Freshman Orientation)</b> Rising 9th graders from feeder schools will attend FROSH Camp where they will learn skills to help ease their transition to high school. Students in the Black and Hispanic subgroups will be the primary focus for this strategy.	Barton Thorne; Michele De Gruy; Michelle Brooks; Harmony Sangster	05/19/2025	Title I	
	<b>[A 3.4.4] College and Careers Field Trips</b> Students in grades 9-12 will attend college and careers field trips to enhance their knowledge of post-secondary opportunities. Students in the Black and Hispanic subgroups will be the primary focus for this strategy.	Barton Thorne; Brandi Mason; LaTraci Aldridge; Dana Faircloth Tiffany Davis, Bryna Conley; Carrie Kell; Casey Getev	05/02/2025	Title I	
	<b>[A 3.4.5] Counselor/SPED Feeder Pattern Meetings</b> Middle School counselors and SPED case managers will be invited to attend a feeder pattern meeting to help middle school staff better understand the programs and supports available at Cordova High School, so they can better inform and prepare incoming students.	Michelle De Gruy; Jody Patrick; Loretia Brasher; Tiffany Davis; Robyn Orr; Latraci Aldridge	05/02/2025		

**[G 4] Safe and Healthy Students**

Cordova High School will reduce the percentage of chronically absent students from 40% in 2024 to 30% in 2025.

**Performance Measure**

Interventions and supports will be measured using the following:  * PowerSchool Data * PowerBI Data * Share Point					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<b>[S 4.1] Attendance and Behavior Interventions and Supports</b> Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.  <b>Benchmark Indicator</b> **Implementation and Effectiveness **  **Implementation**  20-day attendance reports  20-day behavior reports  20-day suspension report  **Effectiveness**  20-day attendance reports will reflect a 5% decrease in the number of students absent from school.  20-day behavior reports will reflect a 5% decrease in the number of student infractions.  20-day suspension reports will reflect a 5% decrease in the student suspension rate.	<b>[A 4.1.1] CPI/PCM training</b> Administrative staff, educational assistants, and identified teachers will participate in bi-annual CPI/PCM training. Trained staff will use strategies learned in CPI/PCM training to address disciplinary issues to ensure student and staff safety.	Barton Thorne; Daniel Jerden; Jody Patrick	12/20/2024		
	<b>[A 4.1.2] Meetings with Chronically Absent Students</b> Guidance Counselors and Administrators will	Barton Thorne; Michele De Gruy; Linda	05/19/2025		

	contact chronically absent students and their parents/guardians, in person, via Microsoft Teams, and on phone calls to review attendance and provide support for students and their families.	McClora; Daniel Jerden; Philip Nelson; Mario Watkins; Jody Patrick; Lacreacia Brasher; LaTraci Aldridge; Generra Le; Robyn Bishop; Dana Faircloth Tiffany Davis			
	<b>[A 4.1.3] SEL- Behavioral specialists</b> Cordova High will employ a Social-Emotional Learning and Behavioral specialist for each grade level and SPED to support alternative discipline and restorative practices. Advisor will help write, execute, and monitor intervention plans and develop creative but meaningful alternative to exclusionary practices.	Barton Thorne; Michelle De Gruy; Johnny Stuckey; Marquita Wakefield; Jada Allen; Venus Anderson	09/02/2024	Title I	
	<b>[A 4.1.4] Gender-based ISS</b> Students will be assigned to gender-based ISS rooms with staff who are trained to use restorative and transformative practices (e.g., students are required to write a reflection piece about actions leading to ISS assignment).	Barton Thorne; Michele De Gruy; Daniel Jerden; Joshua Beard; Mario Watkins; Jody Patrick; Chanda Crenshaw; Ronald Thornton; Marchelle Barlow;	09/20/2024		
	<b>[A 4.1.5] Provide Bilingual Mentor Support for Students, Staff, and Families</b> The Bilingual Mentor will support the Hispanic and Spanish-speaking populations with academic, attendance, and discipline concerns as well as parent communications.	Barton Thorne; Michelle De Gruy; Ivan Borgos; Dana Faircloth; Ennio Arias	09/20/2024		

	<b>[A 4.1.6] Regular meetings of Attendance Team</b> An Attendance Team led by an administrator will meet regularly to analyze data reports for truancy/chronic absenteeism, ensure attendance is accurate, alert appropriate staff when there is a concern/discrepancy, and hold meetings with parents/guardians of truant students or make referrals as needed.	Barton Thorne; Michelle De Gruy; Ronald Thornton; Charmaneice Wooten	05/19/2025		
<b>[S 4.2] Professional Development</b> Provide ongoing, high quality professional development at the school and district-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.  <b>Benchmark Indicator</b> <b>**Implementation and Effectiveness**</b>  <b>**Implementation**</b>  Semester RTI2-B data training agenda and minutes  <b>**Effectiveness**</b>  Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.  Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.	<b>[A 4.2.1] Social-Emotional Learning training opportunities</b> Social-emotional learning professional development will be provided at the school, district, state, and national levels to include (but not limited to): Ruby Payne training; Regulate to De-escalate; cultural competence PD; sessions at national conferences (such as ASCD and ESEA).	Barton Thorne; Marquita Wakefield; Johnny Stuckey; Jada Allen, Venus Anderson	05/19/2025	Title I	
	<b>[A 4.2.2] CPI/PCM Training</b> Administrative staff, educational assistants, and identified teachers will participate in bi-annual CPI/PCM training. Staff will use strategies to ensure the safety of students and staff.	Daniel Jerden; Joshua Beard; Jody Patrick	05/19/2025		
	<b>[A 4.2.3] RTI2-B Training</b> Staff and Students will be trained in RTI2-B protocols and practices to support consistent	Barton Thorne; Daniel Jerden	05/19/2025		

	discipline aligned with accepted expectations and to provide a means and process for rewarding positive behavior and attitudes.				
	<b>[A 4.2.4] School based PD learning series</b> Staff will be able to participate in a peer professional development series which will consist of videos highlighting exemplars of instructional practices and classroom management strategies using TLAC and other resources during	Barton Thorne, Harmony Sangster; Jerry Chappell	04/16/2025	Title I	
<b>[S 4.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.  <b>Benchmark Indicator</b> <b>**Implementation and Effectiveness**</b>  <b>**Implementation**</b>  Quarterly parent surveys  Quarterly parent meeting agenda and minutes  Semester parent-teacher conference sign-in sheets/minutes  <b>**Effectiveness**</b>  Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.  Quarterly parent meetings will result in an increase in participation by at least 10%.  Semester parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.	<b>[A 4.3.1] Parent-Teacher Conferences</b> District-wide parent-teacher conferences will be held in both the fall and spring semesters. Parents may also request a parent conference with teachers and administrators on an as needed basis.	Barton Thorne; Michelle De Gruy; Harmony Sangster; Jerry Chappell	05/02/2025		

	<b>[A 4.3.2] Partnering with Parent Booster</b> School staff will work in partnership with the Parent Boosters to focus on building positive, supportive relationships between families and the school to support student achievement.	Barton Thorne; Harmony Sangster; Michelle De Gruy	05/19/2025		
	<b>[A 4.3.3] Incentives and Recognition for Regular Attendance and Good Behavior</b> Grade level and school level admin will Provide incentives and recognition for regular attendance and good behavior with the support of community partners and external organizations	Joshua Beard; Barton Thorne; Daniel Jerden; Chanda Crenshaw; Mario Watkins; Mario Williams; Jody Patrick	05/02/2025		
	<b>[A 4.3.4] Parent Training and Other Meetings</b> Parents will be provided training opportunities and meetings (e.g., FAFSA Night; Financial Peace University) at varying times to help parents support their students' academic achievement and post-secondary opportunities. Latino college Night with Spanish Speaking presenters.	Barton Thorne; Michelle De Gruy; Harmony Sangster; Mario Watkins; Jerry Chappell; Tiffany Davis	05/02/2025	Title I	