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✓ Preparation Questions

Identify Team

S-001

✓ Ready

Identify all planning team members, including team member titles. The school plan must be developed in consultation with (at a minimum):

- teachers,
- principals,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- community partners, and
- parents of students.

Principal, Latonja Robinson

Vice Principal, Tranesha Terry

Asst. Principal, Youraba Latiker

PLC Coach, Dr. William Kinard III

Instructional Facilitator, Beverly Griffin

Literacy Coach, Samantha Brooks

Math Interventionist, KeAndrea Cook

Librarian, Shawnee McFarland

Math Chair, Kuuka Abraham

ELA Chair, Jesse Curry

ESL Chair, Dr. Shawn Price

ELL Teacher, Joseph Jones

Science Chair, Samuel Toliver

Optional Schools Coordinator, Cierra Shelton

Family Engagement Specialist, Yondell Dillon

Community Partner, Kymberli Smith (Agape)

Federal Programs Advisor, Shannen Lipsey

District Special Education Advisor, Dr. Shawn Young

Parent, Tamika Pruitt

Parent, Shaunte Taylor

ELL Advisor, Melissa DelaHunty

SPED Advisor, Lynette Moore

Student, Lazaria Hamer

Student, Jaylan Hubbard

✓ Ready

Describe how the school actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the school plan throughout the year. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process

Wooddale HS actively and consistently engages all planning team members and stakeholders—including administrators, teachers, support staff, parents, and community members—in the development, implementation, and revision of the School Improvement Plan. During the development phase, stakeholders analyze data, identify priorities, and contribute to goal-setting through structured planning meetings, feedback opportunities, and surveys to collect data. From these initial meetings, stakeholders reflected on previous year's plan and data to determine the effectiveness of support and designate the four areas of need for the next school year. Stakeholders determined a problem of practice to uncover the root cause of the issues that will be focused on for the school year. Implementation is supported by shared leadership, with team members responsible for carrying out specific action steps and regularly communicating progress. Throughout the year, the school maintains ongoing stakeholder involvement through monthly planning team meetings, progress monitoring, and feedback opportunities such as parent nights, surveys, and advisory councils. These continuous engagement efforts ensure the plan is a living document that evolves in response to data and community input, rather than a one-time event. Based on data collected, revisions and updates will be completed as needed.

✓ Needs

■ [Academic Achievement & Growth](#)

Although academic growth and achievement have shown slight improvements in ELA and Math the rate of increase is not sufficient to meet schoolwide goals or close achievement gaps. There is a need to identify and address the barriers preventing more significant and sustained academic progress across all student groups.

Based on TNReady results,

Math

The overall percent of math students meeting and/or exceeding expectations was 1.3%:

**Root Cause Analysis for "Academic Achievement & Growth"**

✓ Ready

For each prioritized need, please provide the following information:

- 1. For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
- 2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The [5 Whys protocol](#) is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

Prior Strategies

- Standards Aligned Instruction
- Professional Development
- Targeted Intervention and Personalized Learning
- Recruit and Retain Highly Effective Teachers

Successes

- Certified teachers in all EOC courses
- Bi-quarterly common assessment data show student mastery of standards of 70% or higher.
- Formal and informal observation data reveal that 70% of teachers are meeting expectations for all indicators on the TEM rubric at a level 3 or better.
- Analysis and data tracking of bi-weekly assessments
- Insight survey feedback shows that all new teachers are satisfied with support from leadership.
- Quarterly needs survey showed that all new teachers' needs are being addressed through differentiated support.
- 100% of the ELA EOC teachers were retained.
- Using the online course platforms allowed for more students to recover credits placing them back on track for graduation.
- Classroom visits, feedback, modeling, and safe practice helped slightly increase teacher capacity, knowledge of standards, and use of instructional strategies.

Challenges

- Teachers lacked training and capacity to dive deeper into analyzing student work and assessment data.
- Did not have district common formative assessments like previous years.
- Study Island assessment platform was limited in reports generated to analyze data.
- 40% of Math EOC teachers not retained.
- Sufficient training or support specific to the curriculum and standards used at the school for teachers.
- Expectations and strategies covered during professional development were not used 100% with fidelity.
- Prioritizing or allocating enough time and resources for content focus, professional development, and mentoring.
- Lack of teacher provided enriched engagement strategies planned during the PLC meetings.
- Teacher resistance to feedback and support
- Pacing was off due to onboarding of teachers and students starting with content late in the end of Quarter 1.

Root Causes

- The school lacks a structured system that prioritizes data-driven instruction through intentional professional learning, protected planning time, and clear leadership expectations. This results in misaligned instruction and slow academic growth.
- Teachers did not receive timely and consistent feedback, nor were they held accountable for implementing engagement strategies.
- Limitations in teacher differentiated instructional strategies, abilities to make necessary real-time adjustments in instruction to meet the needs of the students, understanding of coherence of content across grade levels/courses.

College and Career Readiness

Despite efforts to prepare students for life after high school, a significant number of students at our school are not graduating college and career ready, as evidenced by low ACT scores, low percentage of ready graduates, decreased college applications, and a lack of engagement with postsecondary planning resources. This suggests a systemic issue in how we deliver college and career readiness education and support.



Root Cause Analysis for "College and Career Readiness"

✓ Ready

For each prioritized need, please provide the following information:

1. For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.
2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The [5 Whys protocol](#) is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.

Root Cause Analysis

Prior Strategies

- ACT Preparation
- Early Post-Secondary Opportunities
- Career Exploration and Work-Based Learning Opportunities
- Effective Transitions to Provide Enrichment and Accelerated Learning Opportunities for All Students (Middle to High School to Post-Secondary)

Successes

- Implemented ACT Prep courses for English and Reading throughout the school
- Failure rate decreased due to interventions that were implemented in classes and steps teachers implemented to intervene with students.
- Students were able to attend college tours and college visits.
- Increase in students attending ACT workshop
- SWDC course participants increased
- Percent of Ready Graduate rate increased

Challenges

- Was unable to implement Jane Ross support for teachers and students until after the school year due to contract not being approved when originally submitted.
- ACT composite score slightly declined
- AP Course registration for students declined
- Difficulty getting students to pass exams to receive industry certifications, receive AP credit, and ASVAB.
- Did not fully implement CTE career talks from outside guests
- Did not push students to enroll in the MPLOY program to offer exposure to different careers
- Did not fully implement SEL check ins with students on a weekly basis.

Root Causes

- College and career readiness benchmarks may not be prioritized in instructional planning and professional development, and leadership structures may not be focused on data-driven monitoring of readiness progress across multiple pathways.

- There wasn't an intentional enrollment of students enrolled ACT Prep courses. Students were enrolled due to limited course availability.
- There was not intentional ACT focus in math courses.

Climate and Access

While many students demonstrate appropriate behavior, the overall school climate has been negatively impacted by a notable increase in student disciplinary incidents. These behaviors have led to a rise in mandatory parent conferences, in-school suspensions (ISS), and out-of-school suspensions (OSS), which disrupt student learning and strain staff capacity. There is a need to analyze root causes and implement a consistent, relationship-centered, and restorative approach to behavior management to positively shift our school culture and climate.

Although we have systems in place to monitor attendance, we do not have a consistent and proactive tiered intervention system that addresses the root causes of chronic absenteeism in real time. This gap in practice results in missed instructional time and



Root Cause Analysis for "Climate and Access"

✓ Ready

For each prioritized need, please provide the following information:

- 1. For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.*
- 2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The [5 Whys protocol](#) is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.*

Prior Strategies

- Attendance and Behavior Interventions and Supports
- Professional Development
- Parent, Family, and Community Engagement

Successes

- School implemented peer mediation program.
- 20-day reports for behavior interventions and supports, as well as high chronic absenteeism were monitored.
- Bi-weekly SART meetings were held when students missed greater than 5 days.
- Based on PowerBi data, from 23-24 to 24-25, there was an increase in the use of progressive discipline, including the use of behavior specialist, counselors, and social worker.
- The resources for professional development were identified early, including texts to support implementation of interventions.

Challenges

- Although we monitored the reports, we failed to properly monitor students who were on intervention plans, which made the plan ineffective.

- There was low parental participation in the biweekly parent checks.
- The admin team failed to effectively monitor student referrals and attendance reports, leading to ineffective professional learning.
- Student absences increased as mandatory parent conferences increased.
- Expulsions increased due to zero tolerance behavior infractions.

Root Causes

- The school lacks a structured system that tracks chronic absenteeism and creates support for students to attend school regularly.
- The school lacks a strategic and unified school culture plan with clear roles, expectations, and progress monitoring systems.
- The school failed to properly monitor students on intervention plans.
- The school failed to effectively monitor student referrals and attendance reports.
- There was not consistent communication and efforts to ensure increased parent participation in PTA.

✓ Reflection Questions

Key Areas to Address in School Plans

Disciplinary Practices

S-004

✓ Ready

Describe the following:

1. How the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.
2. The behavioral supports available for students with disabilities and how the school ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.

1. To effectively review and analyze student discipline data, the school will implement the following process:

- a. Data Collection and Analysis
 - i. Gather and review data on all disciplinary actions by demographic subgroups.
 - ii. Identify if there are disparities in how discipline is applied to certain subgroups.
 - iii. Look for patterns, such as repeated offenses from the same students or increased referrals in specific classes or times of the day.
- b. Root Cause Analysis
 - i. Use the 5-Why Protocol throughout the year to continue to drill down the root causes of why certain student groups may be disproportionately impacted by discipline or why students are losing instructional time.
 - ii. Use surveys to collect feedback from students, teachers, and parents about school climate, discipline policies, and perceived fairness to gain insights into the root causes.
- c. Action Plan Development
 - i. Shift towards restorative practices that focus on restoring relationships rather than purely punitive measures.
 - ii. Implement RTI2B to promote positive behavior and provide interventions for students before disciplinary actions become necessary.

- iii. Develop intervention programs that support students who are frequently disciplined to address underlining issues.
 - d. Training & Monitoring/Adjusting
 - i. Offer professional development on effective classroom management techniques to reduce the need for disciplinary referrals.
 - ii. Regularly review updated discipline data to monitor progress, identify areas of improvement, and ensure that interventions are reducing lost instructional time and addressing disparities.
 - iii. Adjust school policies or practices to better support our students' needs, based on data.
- 2. The school can implement a comprehensive set of behavioral supports and safeguards for students with disabilities to ensure fair treatment and minimize discrepancies among subgroups by:
 - a. Developing, monitoring, and adhering to Individualized Education Programs (IEPs) and 504 Plans
 - i. Students with disabilities have IEPs or 504 plans that include behavioral interventions and supports tailored to their needs. These plans may specify strategies to address behavior, such as positive reinforcement, behavior intervention plans, and de-escalation techniques.
 - ii. For students who exhibit significant behavioral challenges, the school develops plans that outlines to proactive strategies, supports, and interventions to help manage behavior.
 - iii. Utilize the multi-tiered systems of supports to provide tiered interventions based on the level of student need.
 - 1. Tier 1 - school-wide behavior supports for all students
 - 2. Tiers 2 and 3 - intensive interventions for students who require additional support, including students with disabilities.
 - iv. Integrate SEL to teach students with disabilities skills such as self-regulation, conflict resolution, and emotional management.
 - b. Ensuring equitable discipline procedures and practices:
 - i. Regularly review discipline data to monitor the impact of discipline procedures on students with disabilities, particularly to identify any disparities in the application of discipline across subgroups.
 - ii. Training to ensure that all staff understand the rights of students with disabilities.
 - iii. Review discipline policies and procedures to ensure they align with federal and state regulations and that they do not inadvertently contribute to discrepancies among subgroups, particularly students with disabilities.

Connected Action Steps:

- [Increased Communication to Parents](#)
- [Tiered and Differentiated Instruction Training](#)
- [Monitoring Student Attendance and Discipline](#)
- [Family and Engagement Support Program](#)

Safe, Supportive, and Healthy Environments

S-005

✓ Ready

Describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and how the school will meet those needs. Include in the response:

1. A detailed description of the school's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the school will implement to meet those needs.
2. Specific local, state, and federal funding sources (including ESSER) the school will utilize to provide safe, supportive, and healthy environments in schools.

Providing safe, supportive, and healthy environments are critical for student success. The priority needs for ensuring a safe environment include enhanced campus security, maintaining safe learning environments, emergency preparedness, preventive disciplinary measures, and altercation prevention. The school will implement strategies such as developing Wooddale Entry Plaza to ensure all students enter the building without any illegal substances and weapons that could negatively affect the learning environment. The school has also created monitored entrance points and have alarmed other entrances. The school will conduct regular emergency drills and meet with grade-level teams to ensure students are aware of the expectations and consequences for infractions. Funds can be used to support our school's safety initiative to ensure the school's environment is safe and conducive to learning.

The school will focus on creating a supportive environment focuses on fostering emotional well-being, inclusivity, and positive school culture. Priority needs include social-emotional learning (SEL), access to counseling, access to bilingual support staff, and promoting equity in education. The school will implement SEL programs, increase access to school counselors, secure bilingual support person, utilize Language Line (for translations) and adopt practices to support students' emotional and academic growth. The school will also support by providing meetings and documents in alternate languages to support the needs of our students and families. To support these initiatives and Title I funds will be utilized to strengthen support services to students and families.

A healthy environment prioritizes physical, mental, and emotional health. The school's needs include promoting healthy lifestyles, improving environmental health, and expanding mental health services. Strategies to meet these needs include implementing wellness programs, improving nutrition services, and enhancing mental health supports through partnerships with local organizations. The school will continue to utilize additional district personnel and resources to address some of the adverse childhood experiences (drug and alcohol counselor, MSCS Mental Health Clinics, etc.). Where applicable, school will utilize Title 1 funds to support the health needs of our students.

Connected Action Steps:

- [Increased Communication to Parents](#)
- [Information Sessions and Trainings for Parents](#)
- [Monitoring Student Attendance and Discipline](#)

Integration and Effective Use of Technology in the Classroom

S-006

✓ Ready

Describe the level of access that students have to technology as part of the instructional program and how the school ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.) Include in the response:

1. A detailed description of the level of access students have to technology across all grade bands.
2. A detailed description of how the school ensures technology is being utilized effectively by students and educators.
3. A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.
4. Specific local, state, and federal funding sources (including ESSER) that support the integration and effective use of technology.

At Wooddale High School, technology is an integral part of the instructional program, with teachers regularly incorporating digital tools into daily lessons. While some students still have individually assigned devices, the MSCS District no longer provides one-to-one device access. To address this, Wooddale utilized grant funding last year to purchase additional classroom computer carts and device sets, ensuring students have daily access to technology in all core academic classes.

Teachers effectively use Smart Boards or Promethean Boards and integrate platforms such as Microsoft Office, NearPod, Kahoot, and other educational apps to enhance engagement and learning. For the 2025–26 school year, the school has adopted new tools—including IXL, Progressive Learning, Turnitin, and A-Net—to support instruction and

provide robust assessment platforms. Throughout the 2024–25 school year, Study Island was also used to support formative assessment efforts. All students have access to campus Wi-Fi and digital resources during school hours, enabling them to complete assignments and collaborate with peers. However, disparities remain in students' home access to reliable internet or devices, which limits their ability to continue learning outside of school. Daily technology and Wi-Fi functionality at the school also present occasional challenges.

Integrating technology effectively into instruction continues to pose challenges. Some teachers, particularly those less experienced with educational technology, struggle to use these tools in ways that go beyond replacing traditional methods. Additionally, students often lack the digital literacy skills needed to use technology for academic purposes. While the school has made a concerted effort to increase classroom technology access and improve professional development, further support is necessary to maximize the impact of digital tools on learning.

To address these issues, Wooddale High School is committed to providing more targeted professional development for teachers, with a focus on technology integration strategies that align with student achievement goals. Plans are also being considered to create a student-led tech support team to help peers navigate and troubleshoot digital platforms. The school will explore partnerships with local businesses and community organizations to improve internet access for students outside of school. Funding sources such as **Title I** will be used to strengthen technology infrastructure and expand professional development, ensuring that digital tools are used effectively to support and improve student outcomes.

Connected Action Steps:

- [Alignment of Classroom Observation and Feedback](#)
- [Weekly PLC Meetings](#)
- [Resource Alignment](#)

Parent and Family Engagement

S-007

✓ Ready

Describe the barriers that exist to greater engagement by families and how the school is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities). and how is the school addressing those barriers. Include in the response:

1. a description of the barriers that exist to greater engagement by families and how the school is addressing those barriers.
2. the strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school?
3. a description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).

Wooddale High School recognizes several barriers that limit greater family involvement, particularly among historically underserved student populations. These include language differences, lack of transportation, conflicting work schedules, housing instability, and limited access to technology. For many families from lower socioeconomic backgrounds, engagement with the school may be deprioritized due to urgent financial or logistical concerns. Additionally, some families may feel disconnected from the school due to cultural differences, limited understanding of the education system, or negative past experiences with schools.

To address these challenges and promote stronger family-school partnerships, Wooddale High has implemented several intentional and inclusive strategies:

- **Multilingual Communication:** All school communications are offered in multiple languages, and translators are available at every parent meeting to ensure language is not a barrier to engagement.

- **Flexible and Accessible Events:** The school offers both virtual and in-person meetings and events, including live-streamed options, to accommodate varying schedules and transportation limitations. Family events are scheduled at different times of day to increase accessibility.
- **Outreach and Education:** Workshops and family learning sessions are held to help families navigate the school system and support their students academically. Counselors provide financial aid workshops and FASFA support to ensure families are equipped to assist students with post-secondary planning.
- **Homeless Support:** Posters and resources for families experiencing homelessness are placed throughout the building. The entire staff is receiving McKinney-Vento Homeless Assistance Act training. Information is also available on the school's website and social media, and important events are announced on the school marquee at least two weeks in advance.
- **Partnerships:** Collaboration with community organizations provides wraparound support and connects families to additional resources and services.

A dedicated Family Engagement Specialist has been hired to lead and coordinate meaningful strategies that strengthen family and community involvement in alignment with student achievement goals. These strategies include:

- Sharing information with parents during student arrival and dismissal
- Hosting bi-monthly family engagement activities
- Creating and distributing a monthly family newsletter
- Re-establishing the Parent-Teacher Organization (PTO)
- Organizing bi-monthly "Principal Chats" to connect families with school leadership
- Planning academic-focused family nights
- Ensuring communication occurs in families' preferred languages
- Hosting an Annual Title I Parent Meeting in both virtual and in-person formats to explain policies and opportunities for involvement
- Expanding the school counseling webpage to improve information access for families
- Partnering with the district bilingual counselor to provide College and Career Readiness sessions for English Language Learners, focusing on graduation requirements and post-secondary planning

Wooddale High is committed to engaging families of historically underserved students through culturally responsive and inclusive events, such as:

- Community celebrations with feeder schools, school block parties, and mandatory parent-teacher conferences to build school-family-community connections
- Heritage celebrations, including events for Black History Month and Hispanic Heritage Month, where families are invited to participate in honoring and celebrating students' cultural identities

Connected Action Steps:

- [Information Sessions and Trainings for Parents](#)
- [Increased Communication to Parents](#)
- [Mandatory Parent/Student Graduation Meeting](#)
- [Family and Engagement Support Program](#)
- [TNPulse for EL Students](#)
- [Communication to Parents](#)
- [Student Intervention Plans](#)



Ready

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

- 1. A description of educator and school leader needs in regards to professional development and how the school determines those needs.*
- 2. A description of professional development opportunities implemented by the school to meet those needs, including opportunities that address the needs of educators in the school to teach all learners, including those with disabilities.*

Professional development for teachers, principals, and school leaders plays a critical role in building the capacity for delivering high-quality instruction that addresses the diverse needs of all students, including those with disabilities. Effective professional learning equips educators with evidence-based strategies, instructional tools, and collaborative techniques that strengthen their ability to provide rigorous, differentiated instruction. Through intentional professional learning opportunities, such as PLC and faculty meetings, coaching, and reflective practices, educators are empowered to enhance instructional effectiveness. This cultivates a learning environment where every student, regardless of background or ability, can succeed. Continuous professional growth supports student achievement by reinforcing best practices and addressing instructional gaps with data-informed strategies.

To identify the specific needs of both educators and students, the school will take a multifaceted approach. This includes analyzing student achievement data, administering surveys, gathering feedback from prior professional development, and facilitating focus group discussions with teachers, administrators, and staff. By recognizing trends in academic performance, behavior, and areas where teachers express a need for support, the school can design targeted professional development to meet those challenges. Additionally, ongoing feedback and evaluation will ensure that training remains flexible and aligned with the evolving needs of the school community. This adaptive model supports the school's mission to equip students with the skills needed to become contributing members of a global society.

All teachers engage in weekly or bi-weekly PLC meetings based on their content area. The Instructional Leadership Team (ILT) conducts weekly classroom walkthroughs and norming sessions to monitor instructional trends and align support accordingly. Meanwhile, the administrative team participates in weekly book studies centered around *Leverage Leadership* to build leadership capacity across the team.

Additional planned professional development sessions include:

- Classroom Management Strategies
- Weekly Lesson Planning with Feedback from the PLC Coach, Literacy Coach, Principal, and Administrative Team
- New Teacher Mentorship Program
- Data-Driven Instruction with Content Area Teams
- Bi-weekly Collaborative PLC Meetings for Non-Tested Subject Teachers
- Differentiation Techniques and Accommodations for SPED Students
- Accommodations and Instructional Supports for English Learners (EL)
- Weekly Co-Planning between ESL, Inclusion, and ELA/Math Teachers
- Using the Approved Assessment Platform for Data Analysis
- Implementing Tennessee Writing Rubrics to Promote Close Reading and Writing Across the Curriculum
- Using ELPA21 Writing Rubrics to Enhance EL Student Writing Skills
- Schoolwide Literacy Integration
- Standard Analysis, Higher-Order Thinking Strategies, and Writing in All Content Areas
- Implementation of a Co-Teaching Instructional Model

Connected Action Steps:

- [Incorporate ACT Workshop](#)
- [Establish and Implement Instructional Leadership Team \(ILT\) Coaching Cycles](#)
- [Tiered and Differentiated Instruction Training](#)
- [Continuation of ELA and ESL Co-Teaching Partnership](#)
- [Alignment of Classroom Observation and Feedback](#)
- [Teacher Professional Development](#)
- [Instructional Leadership Team Professional Development](#)
- [Launch Teacher Leadership Pathway Program](#)
- [Individualized Coaching Support](#)
- [Implement a Coaching Cycle for Novice and Identified Struggling Teachers](#)
- [Leadership Team Professional Development](#)
- [Establish a Formal Mentoring Program for Year 1 and Year 2 Teachers](#)
- [Facilitate Monthly Instructional Roundtables for Novice and Struggling Teachers](#)
- [Counseling Professional Development](#)

Educator Placement

S-009

✓ Ready

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

1. The process in place to review and analyze educator placement.
2. Steps the school takes to address any disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The school administration routinely analyzes data on teacher qualifications, years of experience, and subject-area certifications. While the teacher candidate pool is limited, every effort is made to hire the most qualified individuals available. When creating student schedules and determining teacher placements, the administration considers teacher evaluation data and Teacher Effectiveness Measure (TEM) scores to assign the strongest teachers to the courses and students requiring the most academic support. Teachers who have not yet demonstrated effectiveness receive targeted coaching and curriculum support from both school-level and district-level instructional coaches. These coaches provide timely feedback following classroom observations to ensure the use of high-leverage, research-based instructional strategies that are designed to improve student achievement.

New teachers are supported through a structured mentoring program that includes individual peer mentors, monthly new teacher sessions, common planning time with content-area colleagues, and ongoing professional learning opportunities delivered in both individual and group formats.

To prevent inequities, the school reviews data on student assignments to ensure that students are not disproportionately taught by inexperienced or out-of-field teachers. When possible, the school avoids assigning out-of-field teachers. Using the PowerBI platform, the administration monitors student performance data, paying particular attention to achievement gaps among low-income and minority students. To support equity, professional development and coaching are prioritized for inexperienced or out-of-field teachers, especially those working with underserved student populations. Additionally, the school has partnered with the University of Texas at El Paso to help build a recruitment pipeline for certified math teachers.

Teacher teams meet weekly to review student performance data, assess progress, and identify instructional disparities within each content area. When gaps in instruction or student understanding are found, teams adjust lesson plans and reteach key skills to close achievement gaps between higher- and lower-performing students. The school is intentional

about placing experienced and appropriately certified teachers in classrooms with the highest academic need, particularly those serving minority and economically disadvantaged students. This commitment ensures all students have equitable access to high-quality instruction, a critical factor in driving academic success.

Connected Action Steps:

- [Weekly PLC Meetings](#)
- [Launch Teacher Leadership Pathway Program](#)
- [Hiring an Academic Interventionist](#)
- [Individualized Coaching Support](#)

Title I (School-Wide)

Opportunities for All Students

S-010

✓ Ready

Describe how the school will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.

Wooddale High School is committed to ensuring that all students, including those in key subgroups such as economically disadvantaged (ED), major racial and ethnic groups, students with disabilities (SWDs), and English learners (ELs), have equitable access to rigorous academic standards. We strive to meet this goal through differentiated instruction and personalized learning strategies that address each student's unique needs. For economically disadvantaged students, we provide targeted academic interventions, access to vital resources, after-school tutoring, and enrichment opportunities. We also rely on data-informed practices to track progress and adjust instruction to ensure every student receives the support necessary to succeed.

Students with disabilities receive tailored support through Individualized Education Plans (IEPs), developed and implemented by our special education team in close collaboration with general education teachers. This ensures that accommodations and modifications are consistently and effectively applied. We also provide bilingual support to assist both students and families, using translation tools to communicate with EL students and ensure they have equal access to instruction and school services.

To support educators in meeting the needs of a diverse student population, we offer continuous professional development focused on inclusive teaching practices. These efforts collectively promote a learning environment where all students are empowered to reach their full academic potential.

To further support student achievement and ensure all students can meet challenging state standards, Wooddale High School will implement the following strategies:

- Delivering needs-based professional development during weekly PLC meetings
- Promoting attendance through incentive programs for all students
- Offering RTI² classes with embedded reading and math interventions for struggling students
- Providing standards-aligned core instruction across all subject areas
- Offering ACT preparation classes and Jane Ross ACT Tutoring for all students
- Creating career exploration and work-based learning opportunities
- Integrating instructional technology in every classroom
- Building strong partnerships with parents and guardians
- Supporting ELs through co-teaching models in ESL, ELA, and Math
- Implementing redesigned ESL classes to better meet language acquisition needs

Through these comprehensive supports and intentional strategies, Wooddale High School remains dedicated to academic excellence for all students.

Connected Action Steps:

- [Weekly PLC Meetings](#)
- [College and Career Readiness Opportunities](#)
- [Incorporate ACT Workshop](#)
- [Provide opportunities for students to earn EPSOs](#)
- [Provide supplemental resources to support instruction](#)
- [Enhanced Resources for Improved Instruction](#)
- [Mandatory Parent/Student Graduation Meeting](#)
- [RTI Intervention for Struggling Students](#)
- [Student Activity Groups](#)
- [Communication to Parents](#)
- [Hiring an Academic Interventionist](#)
- [TNPulse for EL Students](#)
- [Student Intervention Plans](#)
- [Targeted Intervention and Tutoring](#)
- [College Tours](#)
- [Co-teaching and Co-planning Opportunities for Content, ESL, and Inclusion Teachers](#)
- [Provide resources to support equitable access to postsecondary opportunities](#)
- [Resource Alignment](#)

Strengthening Academics

S-011

✓ Ready

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

To strengthen the academic program at our Wooddale HS, we will implement a comprehensive approach that combines data-informed decision-making, evidence-based instructional practices, and ongoing professional development. Our aim is to ensure high levels of academic achievement for all students by creating an engaging, rigorous, and student-centered learning environment.

A key pillar of our academic improvement strategy is the continued use of data-driven instruction. Teachers will analyze formative, interim, and summative assessment data on a regular basis to identify student learning gaps, track progress, and inform instructional adjustments. This process includes setting clear, measurable learning goals, planning differentiated instruction based on student needs, and using frequent checks for understanding to ensure mastery of content. Instructional teams will meet weekly in PLCs to review student work, reflect on instructional effectiveness, and collaboratively plan targeted interventions.

To further enhance instruction, we will integrate high-impact, research-based instructional strategies, including:

- Cooperative Learning: Students will engage in structured group activities that foster collaboration, communication, and peer teaching. This approach promotes social-emotional development while deepening academic understanding.
- Project-Based Learning (PBL): Teachers will design interdisciplinary projects that connect classroom learning to real-world problems. PBL promotes student inquiry, critical thinking, and creativity while increasing engagement and ownership of learning.

- **Formative Feedback:** Teachers will provide ongoing, specific, and actionable feedback to help students reflect on their performance, set goals, and take responsibility for their learning.
- **Scaffolded Instruction:** Lessons will be structured to gradually release responsibility to students, supporting their development of independence while maintaining high expectations.
- **Explicit Vocabulary and Writing Instruction Across the Curriculum:** To improve literacy, all content-area teachers will incorporate academic vocabulary development and written expression aligned to state standards.

We will also align our practices with MSCS's high-leverage instructional strategies to ensure consistency and effectiveness across classrooms. These district-endorsed strategies will serve as a foundation for lesson planning, coaching, and instructional walkthroughs.

Professional development will be an essential component of our plan. Teachers will participate in ongoing training sessions focused on effective instructional strategies, culturally responsive teaching, data analysis, and content-specific pedagogy. In addition, job-embedded supports such as instructional coaching, co-planning sessions, and peer observations will help teachers refine their practice in real time.

Technology integration will also play a significant role in strengthening our academic program. Teachers will leverage digital tools and platforms to differentiate instruction, monitor student progress, and provide interactive, personalized learning experiences.

By embedding these methods into daily instruction, we will create a rigorous and responsive academic environment that supports the success of all learners, including those in historically underserved subgroups. Our ultimate goal is to ensure every student meets or exceeds challenging state academic standards and is prepared for college, career, and beyond.

Connected Action Steps:

- [Continuation of ELA and ESL Co-Teaching Partnership](#)
- [Establish and Implement Instructional Leadership Team \(ILT\) Coaching Cycles](#)
- [Alignment of Classroom Observation and Feedback](#)
- [Weekly PLC Meetings](#)
- [Tiered and Differentiated Instruction Training](#)
- [Provide supplemental resources to support instruction](#)
- [Enhanced Resources for Improved Instruction](#)
- [Instructional Leadership Team Professional Development](#)
- [Implement a Coaching Cycle for Novice and Identified Struggling Teachers](#)
- [Individualized Coaching Support](#)
- [Communication to Parents](#)
- [Hiring an Academic Interventionist](#)
- [Establish a Formal Mentoring Program for Year 1 and Year 2 Teachers](#)
- [Targeted Intervention and Tutoring](#)
- [Leadership Team Professional Development](#)
- [Co-teaching and Co-planning Opportunities for Content, ESL, and Inclusion Teachers](#)
- [Facilitate Monthly Instructional Roundtables for Novice and Struggling Teachers](#)
- [Resource Alignment](#)
- [Counseling Professional Development](#)

Describe how the school will increase the amount and quality of learning time.

To increase both the quantity and quality of learning time, Wooddale HS will implement a strategic approach that maximizes instructional hours while enhancing the effectiveness of classroom instruction. One major shift involves adjustments to the master schedule, expanding core class periods to 90 minutes—nearly doubling the traditional 45–50-minute block. This extended time frame allows for deeper instruction, increased student engagement, and additional support for learners who need reinforcement.

We also utilize a block schedule for instruction, providing students with 225 minutes of targeted instruction per week per class. To further support student achievement, we have embedded a dedicated intervention block into the school day. This time is specifically designed to reinforce foundational skills, provide remediation, and address gaps in student understanding.

Beyond the regular school day, we continue to offer extended learning opportunities such as after-school tutoring and Saturday school sessions. These programs focus on strengthening core academic skills, closing achievement gaps, and offering enrichment opportunities for advanced learners. These additional instructional hours provide students with the time and space needed to master challenging concepts and receive personalized support.

In tandem with extending learning time, we are committed to improving the instructional quality within existing class periods. Instructional practices will emphasize student-centered learning, with an increased focus on cooperative learning structures, student discourse, and activities that promote deeper conceptual understanding. Classroom time will be optimized by minimizing disruptions and ensuring instructional minutes are used purposefully and efficiently.

Professional development will be embedded within weekly PLCs and faculty meetings, focusing on effective classroom management, strategic lesson planning, and high-impact instructional strategies. Teachers will engage in regular data-driven instruction (DDI) cycles to analyze assessment data, identify student misconceptions, and adjust instruction accordingly. These collaborative sessions will support ongoing reflection and refinement of teaching practices.

To further support instructional improvement, teachers will receive individualized coaching from both school-based administrators and district-level instructional coaches. These coaching sessions will be tailored to the specific needs of each educator, ensuring continuous growth and alignment with best practices that drive student success.

By combining extended learning time with high-quality, data-informed instruction, our school is committed to providing all students with the time and support needed to achieve academic excellence.

Connected Action Steps:

- [Continuation of ELA and ESL Co-Teaching Partnership](#)
- [Resource Alignment](#)

Well-rounded Education

S-013

✓ Ready

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials.

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Include in the response:

1. *a detailed description of the school's vision for a well-rounded education.*
2. *a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the school's vision,*

3. actions the school will take to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the school's vision
4. specific local, state, and federal funding sources (including ESSER), that support the school's efforts.

At Wooddale High School, we define a well-rounded education as an inclusive, comprehensive approach that nurtures every aspect of a student's development—academic, personal, creative, and social. We believe that all students deserve access to a learning experience that not only drives academic success but also fosters personal growth, civic responsibility, and lifelong skills. Our vision clearly states: *"Get Ready; Opportunity aWaits - Every student who graduates from Wooddale deserves to successfully take advantage of post secondary pathways to lifelong success, including enrollment, employment, and enlistment – because we care about the total student."*

To bring this vision to life, our school provides a wide array of programs and opportunities beyond core academics to ensure that every student experiences a rich, well-rounded education. These include:

- Teacher and staff-sponsored clubs and organizations that reflect a range of student interests, helping to build leadership, teamwork, and community engagement.
- Reintroduction of a school band program to promote artistic expression, discipline, and school spirit.
- Career and technical education (CTE) pathways that give students the opportunity to earn industry-recognized certifications through vocational courses.
- Elective offerings across grade levels such as Lifetime Wellness, ROTC, Spanish, Intervention, Band, Dual Enrollment, and CCTE courses.
- RTI² (Response to Instruction and Intervention) programs embedded into the school day to support students who need additional help in reading and mathematics.
- Ongoing professional development for teachers on implementing effective instructional strategies and scaffolds to support English Language Learners (ELLs) in core academic classes.
- Grade-level counseling services and access to college and career fairs that help students explore future pathways and make informed decisions.
- Student access to technology that supports digital literacy and personalized learning.
- After-school and Saturday tutoring sessions to reinforce academic skills and provide enrichment.
- Monthly Jane Ross ACT tutoring sessions
- Parent and stakeholder workshops that equip families with strategies and resources to support student learning at home across various content areas.
- Professional learning opportunities for educators focused on implementing rigorous, standards-aligned instruction using the latest research-based practices.

These programs reflect our commitment to developing the whole child and ensuring that every student has access to opportunities that match their interests, needs, and post-secondary goals.

Funding support plays a critical role in making these opportunities equitable and accessible to all students, particularly those with disabilities or from historically underserved populations. Local funds are used to support staffing, operations, and school-specific initiatives. State funding helps ensure consistent educational quality through curriculum development, instructional resources, and teacher training. Additionally, federal and targeted state funding streams are allocated to provide essential services such as adaptive technology, specialized support staff, professional development, and inclusive programming. Together, these financial resources allow us to create an educational environment where all students can thrive academically, socially, and emotionally, regardless of their background or ability.

Connected Action Steps:

- [College and Career Readiness Opportunities](#)
- [Incorporate ACT Workshop](#)
- [Continuation of ELA and ESL Co-Teaching Partnership](#)
- [Weekly PLC Meetings](#)
- [Mandatory Parent/Student Graduation Meeting](#)

- [Student Activity Groups](#)
- [Launch Teacher Leadership Pathway Program](#)
- [RTI Intervention for Struggling Students](#)
- [Support and Materials for CTE Teachers](#)
- [TNPulse for EL Students](#)
- [Communication to Parents](#)
- [Student Intervention Plans](#)
- [College Tours](#)
- [Targeted Intervention and Tutoring](#)
- [Co-teaching and Co-planning Opportunities for Content, ESL, and Inclusion Teachers](#)
- [Facilitate Monthly Instructional Roundtables for Novice and Struggling Teachers](#)

At-Risk Students

S-014

✓ Ready

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

To effectively meet the needs of all students, especially those at risk of not meeting rigorous state academic standards, Wooddale HS takes a comprehensive and student-centered approach that combines personalized instruction, targeted interventions, and holistic support systems.

In the classroom, we utilize differentiated instruction to tailor learning experiences based on each student's needs, interests, and ability levels. Teachers use frequent formative assessments to identify areas where students may be struggling and make timely instructional adjustments, including reteaching and small-group interventions. In addition, students benefit from individualized learning plans, study hall support, after-school tutoring, and tiered interventions designed to close academic gaps.

Collaboration among staff is a cornerstone of our approach. Teachers, administrators, interventionists, EL specialists, instructional coaches, and special education staff work together to develop and implement strategies that ensure every student receives the support they need to succeed. Students with disabilities and English learners also receive support through a co-teaching inclusion model, where general and specialized educators collaborate to deliver high-quality, accessible instruction. To further personalize learning, students can access customized digital learning paths that allow them to progress at their own pace.

Beyond academic instruction, we recognize the importance of addressing non-academic barriers to learning. Our school offers access to school counselors, extracurricular clubs, and enrichment programs that foster student engagement, motivation, and emotional well-being. We also work closely with families by providing resources, hosting workshops, and offering strategies for supporting learning at home. This strong family-school partnership enhances student outcomes and promotes a sense of shared responsibility for success.

To ensure instruction is both rigorous and aligned with state expectations, weekly lesson plans are developed in alignment with district pacing guides and standards-based objectives. Teachers meet with school administrators weekly to model upcoming lessons and receive constructive feedback that helps refine instructional delivery before implementation.

In addition to these efforts, our school will implement a variety of strategies to provide focused support for students most in need:

- Response to Instruction and Intervention (RTI²) will be fully implemented to support students in Tier 2 and Tier 3 with research-based interventions and progress monitoring.
- Remediation and enrichment opportunities will be offered daily during tiered instruction time and through monthly make-up workdays.

- ACT workshops will be available to all students, preparing them for college readiness benchmarks.
- Progress reports and report cards will be closely monitored, and students identified as needing additional support will receive intervention plans. Mandatory parent conferences will be scheduled to explore options and create a plan of action.
- Chronic absenteeism will be addressed through SART (School Attendance Review Team) meetings, where staff and families work together to develop improvement plans.
- Career exploration and work-based learning opportunities will expose students to real-world skills and future pathways.
- Instructional technology integration across classrooms will enhance engagement, provide immediate feedback, and support differentiated instruction.

Through this multifaceted approach, Wooddale HS remains committed to ensuring that every student, regardless of background or academic level, has the opportunity, support, and resources to meet and exceed state academic standards.

Connected Action Steps:

- [Weekly PLC Meetings](#)
- [Tiered and Differentiated Instruction Training](#)
- [Information Sessions and Trainings for Parents](#)
- [College and Career Readiness Opportunities](#)
- [Incorporate ACT Workshop](#)
- [Provide opportunities for students to earn EPSOs](#)
- [Increased Communication to Parents](#)
- [Mandatory Parent/Student Graduation Meeting](#)
- [Student Activity Groups](#)
- [Monitoring Student Attendance and Discipline](#)
- [Family and Engagement Support Program](#)
- [Instructional Leadership Team Professional Development](#)
- [TNPulse for EL Students](#)
- [Communication to Parents](#)
- [Student Intervention Plans](#)
- [Targeted Intervention and Tutoring](#)
- [Co-teaching and Co-planning Opportunities for Content, ESL, and Inclusion Teachers](#)

Assurances

School Plan Assurances

S-021

✓ Ready

The school hereby assures the Tennessee Department of Education (department) that the school will:

1. *Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119*
2. *Work in consultation with the LEA as the school develops and implements the plan*
3. *Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school*
4. *Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools*
5. *Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-*

field, or inexperienced teachers

6. Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments
7. Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand
8. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development

If applicable: The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:

1. Help provide an accelerated, high-quality curriculum
2. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
3. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

Accepted by kinardwv@scsk12.org on Aug. 28, 2025.

Connected Action Steps:

- [Establish and Implement Instructional Leadership Team \(ILT\) Coaching Cycles](#)
- [Weekly PLC Meetings](#)
- [Increased Communication to Parents](#)
- [Tiered and Differentiated Instruction Training](#)
- [Information Sessions and Trainings for Parents](#)
- [Continuation of ELA and ESL Co-Teaching Partnership](#)
- [College and Career Readiness Opportunities](#)
- [Alignment of Classroom Observation and Feedback](#)
- [Provide opportunities for students to earn EPSOs](#)
- [Enhanced Resources for Improved Instruction](#)
- [Leadership Team Professional Development](#)

✓ Supporting Documents

CSI Status Letter to Parents

[SY26 CSI Designation Letter Signed.pdf](#)

Uploaded by kinardwv@scsk12.org, Jul 31

Type: Other

Title I Budget_Wooddale HS

[Wooddale HS.pdf](#)

Uploaded by lipseysd@scsk12.org, Jul 30

Type: Budget

5 Why Protocol - Staff Development (Teachers)

[5 Why Protocol - Teacher Development.docx](#)

Uploaded by kinardwv@scsk12.org, Jul 27

Type: Root Cause Analysis

5 Why Protocol - Staff Development (Leadership)

[5 Why Protocol - Leadership De 4ts4ZUP.docx](#)

Uploaded by kinardwv@scsk12.org, Jul 27

Type: Root Cause Analysis

5 Why Protocol - College and Career Readiness

[5 Why Protocol - College and C OhQWdVq.docx](#)

Uploaded by kinardwv@scsk12.org, Jul 27

Type: Root Cause Analysis

5 Why Protocol - School Culture and Climate (Chronic Absenteeism)

[5 Why Protocol - Chronic Absensteeism.docx](#)

Uploaded by kinardwv@scsk12.org, Jul 27

Type: Root Cause Analysis

5 Why Protocol - School Culture and Climate (Discipline and Behavior)

[5 Why Protocol - Student Disci_gUA5d7W.docx](#)

Uploaded by kinardwv@scsk12.org, Jul 27

Type: Root Cause Analysis

5 Why Protocol - Academic Growth and Achievement

[5 Why Protocol - Academic Achi_FNMalhD.docx](#)

Uploaded by kinardwv@scsk12.org, Jul 27

Type: Root Cause Analysis

TAG 5.0 Application

[Wooddale HS TAG 5.0 School Lev_B9YJEqp.docx](#)

Uploaded by kinardwv@scsk12.org, Jul 27

Type: Budget

G1 Wooddale High School will increase ELA proficiency rates from 9.8% in 2023-24 to 15% in 2025-26 and increase Math proficiency rates from 1.3% in 2023-24 to 10% in 2025-26.

✓ Ready

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

G3 The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S1.1 Support implementation of standards aligned curricula

✓ Ready

Rationale

Supporting the implementation of a standards-aligned curriculum is crucial for ensuring that educational instruction is both cohesive and effective, directly aligning with established academic expectations. A standards-aligned curriculum provides a structured framework that outlines the essential knowledge and skills students need to acquire at each grade level, ensuring consistency and clarity across classrooms and schools. This alignment helps educators to deliver instruction that meets rigorous educational standards, facilitates comprehensive assessment of student progress, and supports targeted interventions when necessary.

Supporting Data

The percentage of overall English students meeting and/or exceeding expectations increased by 4.2 percentage points. The percentage of ELA I students meeting and/or exceeding expectations increased by 2.1 percentage points. The percentage of ELA II students meeting and/or exceeding expectations increased by 9.1 percentage points. The percentage of Algebra I students meeting and/or exceeding expectations increased by 3.2 percentage points. The percentage of Geometry students meeting and/or exceeding expectations increased by 1.2 percentage points. The percentage of Algebra II students meeting and/or exceeding expectations increased by 1.7 percentage points.

Benchmark Indicator

Implementation

- Bi-Quarterly Formative Assessments
- Quarterly TEM Observation Rubric
- Weekly student work samples

Effectiveness

- Bi-Quarterly formative Assessment data will show students' mastery of standards at 70% or higher.
- Quarterly formal and informal observation data will show that 80% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better.
- Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.

E 1.1.1 Standards Aligned Core Instruction

✓ Ready

What We Know and Where We Need to Go High Quality Curriculum and System Improvement

Tier 1 – Strong Evidence

Attachments

<https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>

A 1.1.1 Alignment of Classroom Observation and Feedback

✓ Ready

Description

Utilize formal observations (TEM rubric) and the Districts Classroom Walkthrough Protocol and Debriefing/Norming Document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.

Implementation

- Monthly Formal and informal Observation Completion Percentage
- Weekly Documented Feedback to Teachers
- Teacher Educator Support Plan (Quarterly)
- Norming Observation Sessions with Instructional Leadership Team (Monthly)
- Weekly Lesson Plan Checks
- Bi-Quarterly CFA Data
- Daily Student Work/Exit Ticket Data

Effectiveness

- 100% of announced and unannounced observation requirements will be met each semester.
- Weekly lesson plan checks, formal and informal observations will show that 100% of EOC teachers and ESL/SWD co-teachers are on track with following curriculum maps.
- 80% of teachers will show increase in TEM observation scores.
- Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.
- Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.

Person Responsible

Estimated
Completion

Funding
Sources

A.1.1.2 Provide supplemental resources to support instruction

✓ Ready

Description

Provide supplement resources such as IXL, Progress Learning, TurnItIn, workbooks, technology (interactive boards, laptops, desktops, printers, etc.), ink, classroom supplies, calculators, etc.

Implementation

- Bi-quarterly common formative assessments
- Weekly informal observations tool and rubric
- Weekly lesson plan checks to determine the use of the IXL licenses.

Effectiveness

- Bi-quarterly common formative assessment data showing at least 85% of students mastery of standards at 70% or higher.
- 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 higher.
- Weekly lesson plan checks will ensure that at least 95% of teachers are utilizing IXL, Progress Learning, and TurnItIn and have included assignments/tasks for students to complete on the their respective platforms.

IXL site license at Wooddale HS for 2025-2026 school year for a total cost of \$10,500 and One Flex On-site initial session with IXL for \$2600 Total cost: **\$13,100 (10,500 + 2600)**

~~Progress Learning site license at Wooddale HS for 2025-2026 school year for a total cost of \$18,000.~~

TurnItIn site license at Wooddale HS for 2025-2026 school year for a total cost of **\$6447.68.**

ANet Instructional Coaching: Spring Partnership Support (~8 coaching interactions) for a total cost of \$16460.

Person Responsible	Estimated Completion	Funding Sources	
William Kinard III (PLC Coach), Shawnee McFarland (Librarian)	June 30, 2026	Source	Amount
		TAG 5.0	

A.1.1.3 Hiring an Academic Interventionist

✓ Ready

Description

One academic interventionist will be hired to push into math classrooms to support standards aligned instruction. Hiring an academic interventionist to support intervention will provide an additional layer of support for teachers and students to improve student mastery in content area standards.

Implementation

Weekly analysis of student work samples and exit tickets

Bi-weekly Student Formative Assessment Data

Effectiveness

10% increase in the percentage of students scoring on track and mastery on the daily exit tickets.

10% increase in the number of students scoring on track and mastery on the bi-weekly assessments.

1.0 FTE Academic Interventionist, \$89,601.91

Person Responsible	Estimated Completion	Funding Sources	
Latonja Robinson (Principal), Treneshia Terry (Vice Principal)	June 30, 2026	Source	Amount
		TAG 5.0	

A1.1.4 Co-teaching and Co-planning Opportunities for Content, ESL, and Inclusion Teachers

✓ Ready

EOC teachers, Inclusion Teachers, and ESL teachers will have common co-planning time to develop co-teaching instructional model to support EL students, students with disabilities and Tier 2-3 students.

Implementation

- Weekly meeting agendas/minutes
- Weekly Student work analysis protocol sheets
- Bi-quarterly Assessment analysis protocol sheets
- Presence of effective co-teaching models during all assigned class periods

Effectiveness

- Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students.
- Weekly Analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students.
- 100% weekly lesson plans showing roles and responsibilities for teachers and co-teachers using MSCS co-teaching model.
- 100% of teachers and co-teachers will present exit ticket data analysis during weekly PLC meetings.

Person Responsible	Estimated Completion	Funding Sources
Latonja Robinson (Principal), Trenesha Terry (VP), Youraba Latiker (AP), William Kinard III (PLC Coach), Beverly Griffin (Instructional Facilitator), Samantha Brooks (Literacy Coach)	May 22, 2026	

Description

Provide teachers with daily access to manipulatives, text, and resources including graphing calculators for Tier 1 instruction aligned to the TN Academic Standards.

In addition, the following are also examples of resources teachers have access to on a daily basis:

- Professional Learning Community Guides (PLC Guides)
- Instructional Focus Document
- TNReady Blueprints
- Curriculum maps and toolkits
- Pacing guides
- Classroom protocols and instructional technology.
- Graphing Calculators

Implementation

- Weekly PLC Meetings/ Collaborative Planning Sessions
- Weekly Lesson Plan Checks Protocol
- Monthly Formal and informal observations
- Bi-Quarterly formative assessment data
- Weekly Student Work/Exit Ticket Data
- Mid-quarter Progress Reports
- Quarter Report Cards

Effectiveness

- Weekly Math PLC meetings and collaborative planning sessions will focus on assisting teachers in navigating and utilizing District resources to incorporate instructional technology and create standards-aligned lessons.
- Weekly lesson plan checks will show that 100% of teachers are on track with following prescriptions/curriculum maps and that District resources are being utilized to incorporate technology and create standards-aligned lessons which will result in a LOE score of 3 or higher.
- Weekly formal and informal observations will show that 100% of teachers are on track with following reading prescriptions/curriculum maps and that District resources are being utilized to incorporate instructional technology and create standards-aligned lessons.
- Bi-quarterly formative assessment data showing students' mastery of standards at 70% or higher.
- Quarterly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.
- Mid-quarter progress reports and report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students.

Person Responsible	Estimated Completion	Funding Sources
William Kinard, KeAndrea Cook, Trenesha Terry	May 22, 2026	

Rationale

Professional development aimed at increasing ELA achievement is crucial for equipping educators with the latest pedagogical strategies, tools, and knowledge to effectively teach mathematics. Professional development help teachers stay abreast of current best practices and research-based methods for math instruction, including differentiated teaching techniques, formative assessment strategies, and innovative problem-solving approaches. By enhancing their skills and understanding, teachers can better address diverse student needs, implement effective interventions, and foster a deeper understanding of mathematical concepts, which leads to improved student engagement, motivation, and performance in ELA.

Supporting Data

The percentage of overall English students meeting and/or exceeding expectations increased by 4.2 percentage points. The percentage of ELA I students meeting and/or exceeding expectations increased by 2.1 percentage points. The percentage of ELA II students meeting and/or exceeding expectations increased by 9.1 percentage points. The percentage of Algebra I students meeting and/or exceeding expectations increased by 3.2 percentage points. The percentage of Geometry students meeting and/or exceeding expectations increased by 1.2 percentage points. The percentage of Algebra II students meeting and/or exceeding expectations increased by 1.7 percentage points.

Benchmark Indicator

Implementation

- Monthly Professional Development agenda and minutes
- Weekly PLC agenda and minutes
- Weekly informal observation rubric
- Quarterly TEM rubric
- Bi-quarterly common formative assessment data analysis
- Quarterly student work samples
- Weekly lesson plans
- Weekly informal observations with feedback
- Announced and Unannounced Formal observations (according to teacher's LOE)

Effectiveness

- 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%.
- Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.
- Weekly informal observations will show that 100% of teachers are on track with following myPerspective and curriculum maps.
- Quarterly formal observations will show that 100% of teachers are on track with following myPerspective and curriculum maps.
- Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.
- Quarterly analysis of student work sample data showing students' mastery of standards at 70% or higher.
- Weekly lesson plan checks will show that 100% of teachers are on track with following curriculum maps, which will result in a LOE score of 3 or higher.

E1.2.1 Professional Development

✓ Ready

Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds

Tier 1 – Strong Evidence

Attachments

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

<https://www.sciencedirect.com/science/article/pii/S0742051X17304225>

A 1.2.1 Weekly PLC Meetings

✓ Ready

Description

Utilize school-based instructional support to lead teachers in professional learning opportunities through collaboratively looking at student data, sharing/modeling best instructional practices, building assessment literacy around the standards and analyzing student work.

Implementation

- Tracking submission of meeting agendas and minutes on a weekly basis
- Tracking meeting attendance on a weekly basis
- Tracking submission of student work analysis protocol sheets on a bi-weekly basis
- Tracking submission of assessment analysis protocol sheets on a bi-monthly basis

Effectiveness

- Weekly lesson plan checks will show that 100% of teachers are on track with following curriculum maps and that district resources are being utilized to incorporate technology, literacy-based activities and create standards-aligned lessons.
- Formal and informal observations will show that 100% of teachers are on track with following curriculum maps and that district resources are being utilized to incorporate technology, literacy-based activities and create standards-aligned lessons.
- Formal and informal observation data reveals that 100% of teachers are meeting expectations for all indicators on the TEM rubric at a Level 3 or better.
- Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.
- Student work samples showing students' mastery of standards at 70% or higher.

Person Responsible

Estimated
Completion

Funding
Sources

William Kinard III (PLC), Samantha Brooks (Literacy Coach), Trenesha Terry (VP),
Latonja Robinson (Principal), Beverly Griffin (Instructional Facilitator)

May 22, 2026

A 1.2.2 Teacher Professional Development

✓ Ready

Description

Professional development will be used to strengthen the knowledge and teaching practices of educators to effectively provide instruction to students. Teacher professional development helps to equip educators with the skills, knowledge, and strategies required to meet the evolving demands of student learning. By providing ongoing training, teachers can refine their instructional techniques, stay updated with current educational practices, and better address diverse student needs, ultimately leading to improved student performances and outcomes.

Implementation

- Weekly instructional walkthrough tool
- Weekly lesson plans
- Agenda from Meetings planned and facilitated by Vice Principal (monthly)
- The Center For Literacy and Learning Training Agenda (Early return week)

Effectiveness

- Weekly instructional walkthrough tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin.
- Weekly lesson plans checks will reflect at least 90% of teachers implementing 100% of the strategies learned.
- Insight survey feedback measuring satisfaction with support from leadership.
- Formal and informal observation data to measure teachers across all indicators on the TEM rubric at a Level 3 or better.
- Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.

Early Return Week - Professional Development (25 teachers at 5 hrs/day for 5 days at rate of \$25.84) for a total of \$16,150.00

Early Return Week - Professional Development (4 presenters at 5 hrs/day for 5 days, plus 10 hours of planning at rate of \$25.84) for a total of \$3,617.60

Person Responsible	Estimated Completion	Funding Sources	
Treneshia Terry (Vice Principal), William Kinard III (PLC Coach), Samantha Brooks (Instructional Facilitator), Latonja Robinson (Principal)	May 29, 2026	Source	Amount
		TAG	
		5.0	

A 1.2.3 Individualized Coaching Support

✓ Ready

Description

The *See it, Name it, Do it* protocol will be used bi-weekly during individual Math coaching sessions in order to move all teachers to a LOE 3 or better.

Implementation

- Weekly Formal and informal observations
- Weekly individualized PLC Meeting support
- Bi-Quarterly CFA Data analysis
- Teacher Needs Assessment and Survey Yearly
- Weekly Student Work/Exit Ticket Data

Effectiveness

- Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher.
- Weekly analysis of student work samples and exit-ticket data showing students' mastery of standards at 70% or higher.

- Weekly formal and informal observation data will show that 100% teachers are executing the criteria for all of the TEM indicators at a Level 3 or better.
- Weekly submitted educator's plan will show that teachers are implementing literacy-based activities and cooperative strategies to strengthen students achievement.

Person Responsible	Estimated Completion	Funding Sources
William Kinard, Latonja Robinson, Trenesha Terry, Samantha Brooks, Beverly Griffin	May 22, 2026	

A 1.2.4

Leadership Team Professional Development

✓ Ready

Description

Participate in professional development designed to increase knowledge of scaffolds and how to incorporate them, as well as increase their knowledge of engagement strategies and how to incorporate them into the lesson. Attend professional development to enhance instructional and leadership capacity to support staff, resulting in school-wide success.

Implementation

- Weekly instructional walkthrough tool
- Weekly lesson plans
- Monthly professional development to address classroom management
- Bi-weekly professional development to ensure teachers are aware of strategies to increase student engagement.
- Weekly PLC Meeting support help teachers implement student engagement strategies
- Attend Innovative Schools Summit (agenda)

Effectiveness

- Weekly Walkthrough tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin.
- Weekly lesson plans will reflect at least 90% of teachers implementing 100% of the strategies learned.
- 100% of teachers will incorporate student engagement strategies into their weekly lessons.
- Student behavior infractions will decrease by 10% quarterly.
- Teacher feedback surveys will show teachers' capacity has increased around incorporating engagement strategies.

3 members of the Instructional Leadership Team will attend 2025 Innovative School Summit in Nashville, TN (July 14 - 18, 2025) at a cost of \$2845.00 per person, which includes registration, travel, lodging and meals = total cost of \$8535.00.

Person Responsible	Estimated Completion	Funding Sources	
William Kinard, Trenesha Terry, Youraba Latiker	June 30, 2026	Source	Amount
		SSIG 2.0	

Description

Guidance counselors play a crucial role in supporting students' academic, social, and emotional development, making their participation in professional development (PD) essential. Attending PD sessions equips counselors with updated strategies and tools to better address students' diverse needs, collaborate effectively with teachers, and foster a positive school environment. By staying informed on educational trends, behavioral interventions, and mental health support, counselors can provide targeted guidance, enhancing student success both in and out of the classroom.

Implementation

- Quarterly review of 4-year student academic and transition plans
- Quarterly review of formative assessment data
- Semester review of student enrollment in courses
- Quarterly review of the number of students earning early post secondary credits
- Quarterly review of the number of students earning TN Promise Scholarship

Effectiveness

- Quarterly review of 4-year student academic and transition plans will reflect an increase students that are on-track of reaching their post-secondary goals at a minimum of 70%.
- Quarterly review of formative assessment data will reflect an increase by 10% the number of students scoring on track or mastery in ELA and Math on the district CFA
- Student enrollment in courses that will provide EPSO credit will increase by 20%.
- All students enrolled in eligible courses will earn early post-secondary credits.
- There will be a 10% increase in students earning the TN Promise Scholarship.

Person Responsible	Estimated Completion	Funding Sources
Latonja Robinson, Trenesha Terry	May 22, 2026	

S.1.3 Targeted Intervention and Personalized Learning

Rationale

Professional development aimed at increasing ELA achievement is crucial for equipping educators with the latest pedagogical strategies, tools, and knowledge to effectively teach mathematics. Professional development help teachers stay abreast of current best practices and research-based methods for math instruction, including differentiated teaching techniques, formative assessment strategies, and innovative problem-solving approaches. By enhancing their skills and understanding, teachers can better address diverse student needs, implement effective interventions, and foster a deeper understanding of mathematical concepts, which leads to improved student engagement, motivation, and performance in ELA.

Supporting Data

The percentage of overall English students meeting and/or exceeding expectations increased by 4.2 percentage points. The percentage of ELA I students meeting and/or exceeding expectations increased by 2.1 percentage points. The percentage of ELA II students meeting and/or exceeding expectations increased by 9.1 percentage points. he

percentage of Algebra I students meeting and/or exceeding expectations increased by 3.2 percentage points. The percentage of Geometry students meeting and/or exceeding expectations increased by 1.2 percentage points. The percentage of Algebra II students meeting and/or exceeding expectations increased by 1.7 percentage points.

Benchmark Indicator

Implementation

- Bi-quarterly common assessment data
- Weekly analysis of student work samples
- Mid-quarter progress reports

Effectiveness

- Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students.
- Weekly analysis of student work samples' data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students.
- Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students.

E 1.3.1 Targeted Intervention and Personalized Learning

✓ Ready

Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools

Tier 1 – Strong Evidence

Attachments

<https://ies.ed.gov/rel-midwest/2025/01/stated-briefly-12>

A 1.3.1 Continuation of ELA and ESL Co-Teaching Partnership

✓ Ready

Description

EOC Content teachers, in partnership with the SPED Inclusion teachers and ESL teachers will initiate a co-teaching model that will potentially increase options for flexible grouping of students, and increase performance and growth on TCAP and ACCESS external assessments.

Through the co-teaching model, teachers will co-plan to plan and provide additional scaffolds and supports for Tier 2 and Tier 3 students identified with special needs and ELs. They will collaborate to ensure there is rigorous standards-aligned instruction at the grade level for full access and opportunity, and make sure that the WIDA ESL Standards are included with the ELA standards while planning and teaching.

Implementation

- Bi-Quarterly Assessment Data
- Weekly Co-Planning Time
- Weekly Student Work Data Analysis
- Mid-Quarter Progress Reports
- Quarter Report Cards

- Annual ACCESS Data
- Annual TCAP Data

Effectiveness

- Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students.
- Weekly analysis of student work samples' data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students.
- Mid-quarter progress reports and end of Quarter report cards showing all passing grades at 70% or higher for tier 2 and tier 3 students.

Person Responsible	Estimated Completion	Funding Sources
William Kinard, Samantha Brooks, Trenesha Terry	May 22, 2026	

A.1.3.2 RTI Intervention for Struggling Students

✓ Ready

Description

The district's RTI program is technology based and will be used throughout the year for supporting students in need of Tier 2 and Tier 3 intervention. Tier 2 and Tier 3 students will be identified by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then bench-marked, after-which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing, and student progress is monitored every two weeks. Interventions provided for students are adjusted according to student mastery.

Implementation

- Meeting agendas/minutes
- Online Intervention Time Logs
- Bi-weekly progress Monitoring Reports (Percentages)
- Bi-Quarterly Common Assessments
- Quarterly Progress Reports
- Quarterly Report Card

Effectiveness

- 80% RTI team member attendance at monthly data team meetings.
- 80% completion of bi-weekly progress monitoring.
- Bi-quarterly common assessment data showing students' mastery of standards at 70% or higher for tier 2 and tier 3 students.
- Student's progress reports and report cards showing mastery of standards at 70% or higher for tier 2 and tier 3 students. (Quarterly)

Person Responsible	Estimated Completion	Funding Sources
Youraba Latiker, Samantha Brooks	May 22, 2026	

A.1.3.3 TNPulse for EL Students

Description

On a monthly basis, utilize the District's new TNPulse Platform, and in some cases, ELlevation, which houses records and academic performance data for ELs.

Implementation

- Monthly TNPulse Database updates
- Bi-Quarterly Assessments
- Annual ACCESS Assessment
- Mid-Quarter ILP Updates
- Semi-annually present ESL Data to Faculty

Effectiveness

- Monthly TN-Pulse updates will reflect 100% of student data entered accurately and on time, ensuring all ESL student progress is tracked for quarterly review.
- Bi-quarterly assessments will show a 10% increase in the number of ESL students meeting grade-level expectations each cycle.
- 100% of students' data will be updated in the database
- Mid-quarter ILP updates will show that 100% of ESL students have individualized learning plans adjusted based on current assessment data and teacher observations.
- ELs taking the annual ACCESS assessment will increase scores from 0% to 30%.

Person Responsible	Estimated Completion	Funding Sources
William Kinard, Shawn Price	May 22, 2026	

A.1.3.4 Targeted Intervention and Tutoring

Description

Provide additional support to students who are struggling to meet academic standards or who need extra help to reach their full potential. Providing targeted intervention and tutoring allows the school to support and address the specific learning gaps of students. It also allows tailored support and instruction to ensure that struggling students receive the attention they need to catch up, improve their academic performance, and reach their full potential.

Implementation

- Exit ticket data review (weekly)
- Monitoring student progress on assessments (bi-weekly)

Effectiveness

- Review of daily exit ticket data will show 90% of students scoring 80% or better.
- Review of bi-weekly student work samples will show 90% of students scoring 80% or better.
- Post- assessment data will show an increase of 50% mastery from the pre-assessment.

**Saturday School Stipends (8 Saturdays x (1 director + 8 teachers) x 4 hours/day x \$25.84 per hour
= \$7,441.92) September - April**

Resources and supplies for Saturday School for 100 students (8 Saturdays: September – April) for a total of \$3,200.

Total: 7,441.92 + 3,200.00 = \$10,641.92

Person Responsible	Estimated Completion	Funding Sources	
William Kinard, Samantha Brooks	April 30, 2026	Source	Amount
		TAG 5.0	

S1.4 Develop instructional leadership capacities of school leaders and teachers

✓ Ready

Rationale

Building the leadership capacity of both school administrators and teacher leaders is critical to driving sustained school improvement. Strong instructional leadership promotes better teaching and learning, increases teacher ownership and accountability, and fosters a collaborative culture. Empowered teacher leaders serve as multipliers of best practices, creating a ripple effect of growth across departments and grade levels.

Supporting Data

On the 2025 School Insight Survey, 76% of teachers agreed that leadership at the school promotes teacher leadership opportunities. 3 of 4 EOC department chairs regularly contributed to the Instructional Leadership Team’s data analysis and strategic planning processes. Teachers expressed a desire for greater voice in school decisions and clearer pathways for leadership development.

36% of Wooddale High's teaching staff have fewer than 3 years of experience; several content areas have newly hired teachers with limited classroom exposure. Several new and novice teachers were placed on PIP at some point during the school year, according to formal observation data. Classroom observations show inconsistencies in pacing, checking for understanding, and differentiation strategies among first- and second-year teachers.

Benchmark Indicator

Implementation

- Monthly ILT Meeting Agendas
- Bi-monthly Department/Grade Level Meeting Notes
- Quarterly Data Digs
- Bi-weekly coaching Feedback Logs

Effectiveness

- *Monthly ILT meeting agendas will show that 100% of department chairs are utilizing feedback and data from teachers to target support.*
- *Bi-monthly department/grade level meeting notes will show teachers are discussing how to provide support and interventions to students.*
- *Quarterly data digs will show that student achievement increased by 10% from the previous assessment.*
- *Bi-weekly coaching feedback logs will show that at least 75% of teachers are implementing provided feedback.*

E 1.4.1 Intentionally Building Leadership Capacity

✓ Ready

Developing leadership capacity aligns with best practices from *The Wallace Foundation* report titled “*How Principals Affect Students and Schools*.” The report emphasizes the need for strong instructional leadership that distributes responsibility across the organization and supports teacher growth. At Wooddale, this strategy ensures that teachers are not only recipients of decisions, but key decision-makers. Through intentional leadership development, we can cultivate a pipeline of teacher leaders who directly influence classroom outcomes, enhance school culture, and support sustainability of change.

Tier 1 – Strong Evidence**Attachments**

https://wallacefoundation.org/topics/school-leadership?page=4&utm_id=go_cmp-22130370380_adg-ad-dev-c_ext-prd-mca-sig-CjwKCAjw7_DEBhAeEiwAWKiCC8knOE-9KqL6lXo6jRy_0i-qKb8OskNuArpjlHGj_wpKYy5alfH_ChoCKnwQAvD_BwE&utm_source=google&gad_source=1&gad_campaign=

A 1.4.1 Establish and Implement Instructional Leadership Team (ILT) Coaching Cycles

✓ Ready

Description

Wooddale HS will implement monthly coaching cycles for members of the Instructional Leadership Team (ILT), including administrators, department chairs, and select teacher leaders. These cycles will focus on building capacity in data analysis, instructional observation, feedback delivery, and strategic planning. The ILT will engage in role-specific coaching aligned to leadership competencies and schoolwide instructional priorities.

Implementation

- ILT coaching logs and schedules (monthly)
- Completed reflection forms after each coaching session (mid and end year)
- ILT meeting agendas showing leader-facilitated data discussions or PD sessions (weekly)

Effectiveness

- 100% of ILT members demonstrate growth in leadership reflection rubrics by mid-year and end-of-year
- Student proficiency increases by at least 5% in subjects supported by ILT-led initiatives (e.g., Algebra I, English II)
- Common assessment scores show an upward trend in at least 70% of classrooms supported by ILT-led data action planning

Person Responsible	Estimated Completion	Funding Sources
William Kinard III, Samantha Brooks, Trenesha Terry, Latonja Robinson, Beverly Griffin	May 22, 2026	

A 1.4.2 Launch Teacher Leadership Pathway Program

✓ Ready

Description

Wooddale HS will launch a Teacher Leadership Pathway Program to identify and develop emerging teacher leaders. Participants will receive targeted professional learning on facilitation, mentoring, and instructional leadership. They will lead PLCs, model lessons, and support implementation of school priorities through leadership projects. This program will serve as a pipeline for future instructional leaders and ensure distributed leadership throughout the school.

Implementation

- Participation rosters and attendance logs from leadership pathway sessions (monthly)
- Completion of leadership projects by participants (quarterly)
- Peer and admin feedback on leadership performance (monthly)

Effectiveness

- 80% of program participants lead at least one PLC, PD, or initiative by semester end
- Students in classes led by teacher leaders show a 10% increase in formative assessment performance quarterly
- Insight Survey improvement in items related to teacher leadership and collaboration by at least 10%

Person Responsible	Estimated Completion	Funding Sources
Latonja Robinson, Trenesha Terry, Youraba Latiker	May 22, 2026	

A1.4.3 Implement a Coaching Cycle for Novice and Identified Struggling Teachers

✓ Ready

Description

Wooddale HS will implement a structured, job-embedded coaching cycle for novice and struggling teachers. Each cycle will include classroom observations, pre- and post-conferences, modeling of instructional strategies, and co-teaching when needed. Coaching will be differentiated based on teacher needs, focusing on areas such as classroom management, student engagement, lesson planning, and formative assessment. Coaching sessions will occur bi-weekly and be aligned with the TEM rubric and student achievement goals.

Implementation

- Coaching logs and reflection forms (quarterly)
- Schedules showing frequency and focus of coaching cycles (bi-weekly)
- Classroom observation feedback forms (bi-weekly)

Effectiveness

- 75% of coached teachers show a 1-point increase in TEM Rubric by end-of-year
- Students in coached classrooms demonstrate a minimum 10% growth on district benchmarks or quarterly CFAs
- Reduction in the number of Tier 3 instructional concerns as tracked by leadership team intervention reports monthly

Person Responsible	Estimated Completion	Funding Sources

A 1.4.4 Establish a Formal Mentoring Program for Year 1 and Year 2 Teachers

✓ Ready

Description

Wooddale HS will launch a formal mentoring program that pairs Year 1 and Year 2 teachers with trained mentor teachers. Mentors will meet weekly with their mentees to review lesson plans, discuss instructional strategies, provide emotional and professional support, and model effective classroom practices. The mentoring program will include monthly check-ins with administration, professional development for mentors, and documentation of progress toward set goals.

Implementation

- Mentor-mentee meeting logs and documentation forms
- Attendance at monthly mentor training sessions
- Completion of mentor/mentee reflection and goal-setting forms

Effectiveness

- 85% of mentees will remain employed at Wooddale HS through the school year
- Students in mentee classrooms will demonstrate at least 7% growth on standards-based assessments
- TEM evaluation scores for mentees improve from baseline by at least one level in any targeted domain

Person Responsible	Estimated Completion	Funding Sources
Latonja Robinson, Trenesha Terry, Youraba Latiker	May 29, 2026	

A 1.4.5 Facilitate Monthly Instructional Roundtables for Novice and Struggling Teachers

✓ Ready

Description

Wooddale HS will host monthly Instructional Roundtables—small-group, content-aligned professional learning communities specifically for novice and struggling teachers. These sessions will focus on reviewing student work, analyzing instructional videos, discussing classroom challenges, and co-developing lesson strategies. Led by instructional coaches and mentor teachers, the roundtables will provide a space for collaboration, problem-solving, and peer feedback in a supportive, non-evaluative setting.

Implementation

- Attendance logs and agendas from monthly roundtable sessions
- Participant reflection forms and exit tickets (daily)
- Documentation of lesson plans or strategies revised through the roundtable process (weekly)

Effectiveness

- 80% of participants will implement at least one instructional adjustment from roundtable discussions within the following month

- Students in participating teachers’ classrooms will show a 5–8% increase in formative assessment scores across two benchmark periods
- Walkthrough data will show improvement in identified areas in 70% of participating classrooms by end of semester

Person Responsible	Estimated Completion	Funding Sources
Latonja Robinson, Trenesha Terry, Youraba Latiker	May 22, 2026	

G2 Wooddale High School will reduce the chronic absenteeism rate from 58.4% in 2024 - 2025 to 25% in 2024 - 2025, and reduce the Suspension Rate from 37.9% in 2024-2025 to 10% in 2025-2026.

✔ Ready

Additional Supports

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

Distict Turnaround Plan Goal

G4 CSI schools will reduce chronic absenteeism rates from approximately 30% in 2025 to approximately 25% or less in 2026 by utilizing clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Sections

- Climate and Access

S2.1 Attendance, Behavior, Interventions, and Support

✔ Ready

Rationale

Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.

Supporting Data

The suspension rate increased from 11.5% in 2023 - 2024 to 37.9% in 2024 - 2025.

Benchmark Indicator

Implementation

- 20-day attendance reports
- 20-day behavior reports
- 20-day suspension reports

Effectiveness

- 20-day attendance reports will reflect a 10% decrease in the number of students absent from school.
- 20-day behavior reports will reflect a 10% decrease in the number of student infractions.
- 20-day suspension reports will reflect a 10% decrease in the student suspension rate.

E 2.1.1 Attendance and Behavior Interventions and Supports

✓ Ready

Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap Eliminating Chronic Absenteeism

Tier 1 – Strong Evidence

Attachments

https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf

<https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>

A 2.1.1 Increased Communication to Parents

✓ Ready

Description

Administration will communicate with parents when the student reaches the 3rd absence. Teachers will communicate with students to determine the why behind excessive absences and if necessary make referrals to the counselor. SART and SARB meetings will be held with parents and district officials.

Implementation

- 20 Day Attendance Reports
- SART and SARB meeting attendance
- Daily communication to parents when students are absent.

Effectiveness

- Incremental increase of 2% on 20-day reports for attendance rates
- SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers.

Person Responsible	Estimated Completion	Funding Sources
Trenesha Terry (VP), Beverly Griffin	May 22, 2026	

A 2.1.2 Monitoring Student Attendance and Discipline

✓ Ready

Description

Our school will utilize a streamlined process for monitoring student attendance and discipline and tracking at-risk (5-8% attendance rate) or chronically absent (10% attendance rate or higher) students. The data team will review 20 day data around attendance and discipline in PowerBi to develop plans of support for students who are trending towards medium to high risk for chronic absenteeism as well as those with frequent minor discipline infractions in an effort to reduce the number of students who are chronically absent and reduce the number of students who receive discipline consequences resulting in OSS and ISS. Students will be referred to before and/or after school sessions to assist with attendance and disciplinary issues.

Implementation

- 20 Day Attendance Reports
- SART and SARB meeting attendance
- 20 Day Student Discipline Reports
- Weekly reports for before and after school attendance

Effectiveness

- Incremental increase of 2% on 20-day reports for attendance rates
- 100% of students flagged will be added to an intervention list.
- SART and SARB meetings, when appropriate, will be held for at least 90% of the referrals made by teachers.
- 20 day discipline reports per PowerBI will show a 5% decrease in the percentage of students receiving OSS and ISS.

Person Responsible	Estimated Completion	Funding Sources
Trenesha Terry, Youraba Latiker, Beverly Griffin	May 22, 2026	

§ 2.2 Staff Intervention Training and Professional Development

✓ Ready

Rationale

Providing staff professional development focused on decreasing student absenteeism and suspension rates is crucial for fostering a positive and effective learning environment. Professional development in this area equips educators with strategies to address the root causes of absenteeism and behavioral issues, such as identifying and supporting at-risk students, implementing restorative practices, and enhancing classroom engagement. By developing skills in building strong, supportive relationships with students and creating a more inclusive and responsive school culture, staff can proactively address issues before they escalate. This targeted training not only helps to reduce absenteeism and suspension rates but also improves overall student achievement and well-being, contributing to a more successful and safe environment

Supporting Data

The suspension rate increased from 11.5% in 2023 - 2024 to 37.9% in 2024 - 2025.

Benchmark Indicator

Implementation

- Semesterly RTI2-B data training agenda and minutes

Effectiveness

- 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.

E 2.2.1 Behavior Interventions, Supports, and Training

✓ Ready

Scaling Up School-wide Positive Behavior Interventions and Supports: The Experiences of Seven States with Documented Success. Journal of Positive Behavior Interventions, 16, 197-208.

Tier 1 – Strong Evidence

Attachments

<https://journals.sagepub.com/doi/10.1177/1098300713503685>

A 2.2.1 Tiered and Differentiated Instruction Training

✓ Ready

Description

Teachers should participate in tiered and differentiated instruction training to better meet the diverse needs of their students and enhance overall classroom effectiveness, which equips teachers with the skills to tailor their teaching strategies to accommodate varying levels of readiness, interests, and learning profiles within their classrooms. By implementing tiered instruction, teachers can provide appropriate challenges and supports for all students, ensuring that each learner can engage with the material at their own level of readiness, which also can increase student confidence and decrease behavioral problems.

Implementation

- Weekly Lesson Plan Checks
- Formal and informal observations
- Bi-Quarterly formative assessment data
- 20-day Chronic Absenteeism Reports

Effectiveness

- Weekly lesson plan checks will show that 100% of teachers are incorporating differentiated instruction and engagement strategies into their lessons.
- Formal and informal observations will show that 100% of teachers are scoring a Level 3 or higher on Teach 4 of the TEM rubric.
- Bi-quarterly formative assessment data showing students' mastery of standards at 70% or higher.
- 20-day Chronically out of school rates decrease by 20% or more in 2025-26 school year

Person Responsible	Estimated Completion	Funding Sources
Trenesha Terry, Youraba Latiker, Beverly Griffin	May 22, 2026	

Description

Participate in professional development designed to increase knowledge of scaffolds and how to incorporate them, as well as increase their knowledge of engagement strategies and how to incorporate them into the lesson. Attend professional development to enhance instructional and leadership capacity to support staff, resulting in school-wide success.

Implementation

- Weekly instructional walkthrough tool
- Weekly lesson plans
- Monthly professional development to address classroom management (agenda)
- Bi-weekly professional development to ensure teachers are aware of strategies to increase student engagement. (agenda)
- Weekly PLC Meeting support help teachers implement student engagement strategies (agenda)
- Attend Innovative Schools Summit agenda

Effectiveness

- Weekly Walkthrough tool will reflect that at least 90% of teachers are implementing 100% of the strategies learned through PD provided by admin.
- Weekly lesson plans will reflect at least 90% of teachers implementing 100% of the strategies learned.
- 100% of teachers will incorporate student engagement strategies into their weekly lessons.
- Student behavior infractions will decrease by 10% quarterly.
- Teacher feedback surveys will show teachers' capacity has increased around incorporating engagement strategies.

Person Responsible	Estimated Completion	Funding Sources
William Kinard III, Latonja Robinson, Trenesha Terry	June 30, 2026	

S 2.3 Parent, Family, and Community Engagement

Rationale

Providing staff professional development focused on decreasing student absenteeism and suspension rates is crucial for fostering a positive and effective learning environment. Professional development in this area equips educators with strategies to address the root causes of absenteeism and behavioral issues, such as identifying and supporting at-risk students, implementing restorative practices, and enhancing classroom engagement. By developing skills in building strong, supportive relationships with students and creating a more inclusive and responsive school culture, staff can proactively address issues before they escalate. This targeted training not only helps to reduce absenteeism and suspension rates but also improves overall student achievement and well-being, contributing to a more successful and safe environment

Supporting Data

The suspension rate increased from 11.5% in 2023 - 2024 to 37.9% in 2024 - 2025.

Benchmark Indicator

Implementation

- Quarterly parent surveys
- Quarterly parent meeting agenda and minutes
- Semesterly parent-teacher conference sign-in sheets/minutes

Effectiveness

- 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%.
- Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.

E 2.3.1 Parent, Family, and Community Engagement

✓ Ready

Meaningful Local Engagement Under ESSA

Tier 1 – Strong Evidence

Attachments

https://dignityinschools.org/wp-content/uploads/2017/10/LEA-and-SL-Handbook_8.10.17.pdf

A 2.3.1 Information Sessions and Trainings for Parents

✓ Ready

Description

Training parents to ensure their child's regular school attendance is vital for fostering a collaborative approach to education and improving student outcomes. When our parents receive guidance and support on the importance of consistent attendance and effective strategies for encouraging it, they become better equipped to address barriers that may prevent their child from attending school regularly.

Implementation

- 20 Day Attendance Reports
- Ready Graduate Rate
- Quarterly Parent-Teacher Conference
- Annual Title 1 Meeting

Effectiveness

- Enrollment in post-secondary programs will increase by 30%.
- Attendance reports per PowerBI will show an attendance rate at or above 90% throughout the schoolyear.

- The ready graduate rate will increase 50% by the end of the school year.

Person Responsible	Estimated Completion	Funding Sources
Youraba Latiker, Trenesha Terry, LeAnn Cox	May 22, 2026	

A 2.3.2 Family and Engagement Support Program

✓ Ready

Description

Implementing a Family Engagement and Support Program is essential for creating a robust support system that enhances student success and fosters a positive school environment, which will provide families with crucial information and practical strategies for supporting their children's education, emphasizing the importance of regular school attendance and effective ways to address potential barriers. We want to empower parents and guardians to take an active role in their children's academic lives, reinforcing the connection between home and school. Engaged families are more likely to collaborate with educators to tackle issues proactively, leading to improved attendance, reduced behavioral problems, and higher academic achievement.

Implementation

- Quarterly workshops focused on the importance of school attendance
- Quarterly surveys to see what supports parents and/or guardians need for their children
- Monthly newsletters to provide supportive resources
- Weekly updates to school's website

Effectiveness

- 10% Increase in parental participation quarterly
- 10% decrease in chronic absenteeism each 20-day period
- 15% decrease in student behavior infractions each 20-day period

Person Responsible	Estimated Completion	Funding Sources
Beverly Griffin, Yondell Dillon, William Kinard III, Latonja Robinson	May 22, 2026	

G 3 Wooddale High School will increase its ACT score by 3 points from 13.4 in 2024-2025 to 16.4 in 2025-26 and increase the Ready Graduate percentage from 32% in 2024-2025 to 40% in 2025-26.

✓ Ready

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.

Distict Turnaround Plan Goal

G 3 The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S 3.1 ACT Preparation

✓ Ready

Rationale

Implementing ACT preparation in our school will enhance student performance through focused test preparation/strategies, increase student ACT scores, strengthen students' chances for college admissions and scholarships, enhance critical thinking skills, and will help students identify their strengths and areas of improvement.

Supporting Data

Average Student ACT Composite scores increased by 3%, English subscore increased by 2.65%, Reading subscore increased by 8.6%, and Science subscore increased by 6.6%.

Benchmark Indicator

Implementation

- Semesterly ACT Data
- Quarterly Mock ACT Data
- Quarterly ACT practice assessments

Effectiveness

- Semesterly review of ACT data will reflect a 3% increase in composite scores.
- Quarterly mock ACT data review will reflect a 5% increase in student scores.
- Quarterly practice assessment data will reflect a 5% increase in student scores.

E 3.1.1 ACT Preparation

✓ Ready

ACT/SAT Test Preparation and Coaching Programs: The Effects of Test Preparation Activities on ACT Assessment Scores [Experiment 2]

Tier 1 – Strong Evidence

Attachments

<https://ies.ed.gov/ncee/wwc/InterventionReport/664>

A 3.1.1 Incorporate ACT Workshop

✓ Ready

Description

Incorporating an ACT/SAT workshop in a school serves to significantly enhance students' readiness for college admissions by providing targeted preparation and practice. These workshops equip students with essential test-taking strategies, improve their familiarity with the exam format, and boost their confidence, all of which contribute to higher ACT/SAT scores. Additionally, the workshop reinforces critical academic skills and helps reduce test-related anxiety, ultimately supporting students in achieving their academic and career goals more effectively.

On a quarterly basis, students will have access to ACT workshops that will be hosted both in-house (i.e. Jane Ross) and off-campus (District-sponsored), targeted toward 11th and 12th grade.

Implementation

- ACT Tutoring Logs (Quarterly)
- ACT Data (Semesterly)
- Quarterly ACT/SAT Workshop training for teachers and students offered by Jane Ross
- Weekly ACT Prep integration in after-school tutoring
- Monthly Saturday school ACT Prep sessions
- Fall/Spring ACT scores

Effectiveness

- Quarterly ACT tutoring logs will reflect at least 80% of juniors and seniors participating in tutoring, which will result in students increasing mock ACT scores by at least 5%.
- Semesterly review of ACT data will reflect a 3% increase in composite scores.
- At least 70% of 11th and 12th grade students will participate in one or more workshops throughout the year.
- Growth in overall ACT scores will move from a composite score of 13.4 to 16.4.

Jane Ross ACT Prep Workshops will include five one-day workshop sessions, for 50 students per session, once a month (September, October, November, February, March) for a **total of \$19,000**.

Person Responsible	Estimated Completion	Funding Sources	
Youraba Latiker, Shawnee McFarland, Cierra Shelton	May 22, 2026	Source	Amount
		TAG 5.0	

A 3.1.2 Enhanced Resources for Improved Instruction

✓ Ready

Description

Secure supplies, materials, equipment and provide a comprehensive bank of resources to support classroom instruction and extended learning opportunities for students for both in-person and remote learning.

Implementation

- Monthly workshop opportunities
- Weekly use of Kaplan ACT-prep books in after-school tutoring
- Weekly use of ACT-prep questions embedded in classroom instruction
- ACT Preparation Resources- monthly at workshops and throughout the school year.

Effectiveness

- Monthly workshops will reflect at least 80% student participation and a 10% increase in students' practice test scores compared to the previous month.
- Weekly tutoring sessions using Kaplan ACT-prep books will result in a 5% weekly increase in student mastery of practice questions, tracked through weekly assessments.
- Weekly embedded ACT-prep questions will show that 90% of students demonstrate increased accuracy on weekly formative assessments compared to the previous week.
- Monthly distribution and use of ACT preparation resources will result in a 10% cumulative increase in student ACT practice test scores each quarter.

Person Responsible	Estimated Completion	Funding Sources
Cierra Shelton, Youraba Latiker, Shawnee McFarland	May 22, 2026	

A 3.1.3 Communication to Parents

✓ Ready

Description

Improving communication on the importance of ACT preparation is crucial for fostering a collaborative environment where both parents and students understand the significance of the test. By clearly articulating how ACT scores impact college admissions, scholarship opportunities, and overall academic success, we can ensure that families are fully informed and engaged in the preparation process. Enhanced communication helps to align expectations, address concerns, and motivate students to take proactive steps in their test preparation.

Implementation

- Monthly communication to students and parents
- Quarterly ACT update reports
- Quarterly parent-teacher conference night agenda
- Weekly announcements to students on ACT support/importance

Effectiveness

- Monthly positive feedback from student and parents surveys
- 10% increase in numbers of students registering to take ACT
- Increase in ACT scores from Fall to Spring tests
- Increased attendance to quarterly parent-teacher conference night sessions

Person Responsible	Estimated Completion	Funding Sources
Cierra Shelton, Yondell Dillon, William Kinard	May 22, 2026	

S 3.2 Provide equitable access to early postsecondary opportunities: dual credit / dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), College Level Exam Program (CLEP), Cambridge International Examinations (CIE), industry certifications

✓ Ready

Rationale

Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO), industry certifications, and advance academic courses while enrolled in high school in order to increase students' college and career readiness. Provide professional development opportunities for counselors to equip them with updated strategies and tools to better address students' diverse needs, and stay informed on educational trends. Provide resources for students to access courses.

Supporting Data

82% increase in percentage of students with 1+ AP Course and Exam, 7.7% increase in AP Exam Grade, 47% increase in Dual Enrollment courses completed, 47% increase in percentage of students with completed SDC Exam

Benchmark Indicator

Implementation

- Semester review of 4-year student academic and transition plans
- Quarterly parent surveys
- Semester review of the number of Advanced Academics courses offered per year in comparison to the previous year will demonstrate an increase in advance course offerings.
- Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and AP exam success rate to the previous year.
- Quarterly review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.
- Semester review of students enrolled in dual enrollment courses
- Quarterly review of students enrolled in courses where industry certification can be obtained

Effectiveness

- Semester review of 4-year student academic and transition plans will reflect an annual increase the number of students that are on-track of reaching their post-secondary goals at a minimum of 70%
- Quarterly feedback from parent surveys will result in at least 3 additional events/programs to support students and families.
- Semester review of the number of Advanced Academics courses offered will reflect an increase in the number of AP course offerings by 5% of current offerings based on the master schedule
- Quarterly review of students enrolled in Advanced Academics will result in the outcome of students taking AP tutoring to reflect a double-digit gain for SY2024-25.
- Quarterly review of students in AP courses will reflect a 5% increase in the number of students passing AP Exam.
- Semester review of students enrolled in dual enrollment courses will reflect a 10% increase in the number of students taking the dual enrollment exam.
- Quarterly review of students enrolled in courses where industry certifications are obtained will reflect a 5% increase in the number of students receiving industry certifications

E 3.2.1 Post-Secondary Opportunities

✓ Ready

The Post-Secondary Achievement of Participants in Dual Enrollment: "An Analysis of Student Outcomes in Two States" and Using Evidence to Create Next Generation High Schools – Strategy 2: Small Learning Communities/Small Schools of Choice (Effects of High School)

Tier 1 – Strong Evidence

Attachments

<https://eric.ed.gov/?id=ED498661>

<https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf>

A 3.2.1 Provide opportunities for students to earn EPSOs

✓ Ready

Description

Students enrolled at Wooddale High School will be provided with opportunities to enroll in courses that will enable them to earn early post-secondary credit and encourages them to take full advantage of TN Promise and be successful in education and training after high school.

Implementation

- Semester review of student enrollment in courses
- Quarterly review of the number of students earning early post secondary credits
- Quarterly review of the number of students earning TN Promise Scholarship

Effectiveness

By end of year

- Student enrollment in courses that will provide EPSO credit will increase by 20%.
- All students enrolled in eligible courses will earn early post-secondary credits.
- There will be a 10% increase in students earning the TN Promise Scholarship.

Person Responsible	Estimated Completion	Funding Sources
Youraba Latiker, LeAnn Cox	May 22, 2026	

A 3.2.2 Mandatory Parent/Student Graduation Meeting

✓ Ready

Description

These meetings will occur during the first and third quarters and require students and parents to attend sessions about graduating. The assembly would include a presentation on statistics of why students don't graduate, what happens on the other side of graduation, plus/deltas of receiving a diploma, and seniors will sign a contract or promissory note stating that they will complete the 12th grade. This will bring awareness to parents and students on the importance of graduating.

Implementation

- Grade Check logs and Follow-ups every 4.5 weeks
- Weekly After School Tutoring/Saturday School attendance rosters

Effectiveness

- Every 4.5 weeks, grade check logs and follow-ups will show that at least 90% of students identified as struggling have received targeted support, resulting in a 10% increase in students maintaining or improving their grades

each cycle.

- Weekly tutoring and Saturday school attendance rosters will reflect at least 80% student participation of invited students, with 70% of attendees demonstrating improvement on weekly or bi-weekly formative assessments.

Person Responsible	Estimated Completion	Funding Sources
Youraba Latiker, LeAnn Cox, Crystal Grandberry	May 22, 2026	

A 3.2.3 Student Intervention Plans

✓ Ready

Description

Throughout the year, support will be provided with developing student intervention plans, parent workshops, and professional development for the staff.

Implementation

- Bi-weekly attendance rate
- Bi-weekly suspension rate
- Quarterly overall percentage of failures

Effectiveness

- The overall attendance rate will remain at or above 95% as measured bi-weekly through attendance checks, daily tardy monitoring, and intervention plans developed to include mandatory parent conferences and SART meetings.
- The overall suspension rate will decrease by 50% as measured bi-weekly by implementing interventions by Administration to include mandatory parent conferences, the support of the behavior coach, and supports from counselors and teachers with interventions prior to suspensions.
- The overall quarterly percentage of failures will remain below 20% as measured weekly through gradebook audits conducted by teaches and Leadership team members, in addition to following steps for a mandatory parent conference and a failure documentation process before the end of each quarter.

Person Responsible	Estimated Completion	Funding Sources
Youraba Latiker, Tranesha Terry, Beverly Griffin, LeAnn Cox, Crystal Grandberry	May 22, 2026	

A 3.2.4 Provide resources to support equitable access to postsecondary opportunities

✓ Ready

Description

Provide supplement resources such as workbooks, technology (interactive boards, laptops, desktops, printers, etc.), ink, classroom supplies, calculators, etc. to support students seeking to earn certifications, licenses, etc.

Implementation

- Quarterly report cards and progress reports
- Semester student interest surveys

Effectiveness

- Quarterly report cards will reflect 85% of students enrolled in courses will have a passing grade of C or higher.
- As a result of semester student interest surveys, there will be a 10% increase in the number of students enrolled in courses that promote DE, DC, or industry certification.

Person Responsible	Estimated Completion	Funding Sources
Youraba Latiker, William Kinard, Cierra Shelton, LeAnn Cox, Crystal Grandberry	May 22, 2026	

S3.3 College & Career Exploration and Work-Based Learning Opportunities

✓ Ready

Rationale

Integrating college/career exploration and work-based learning opportunities into the educational experience is essential for preparing students for successful futures. These experiences provide students with practical insights into various professions, helping them to understand the real-world applications of their studies and make informed career choices. Work-based learning activities allows students to develop valuable skills, build professional networks, and gain a clearer sense of their interests and strengths. By connecting classroom learning with real-world experiences, students are better equipped to transition smoothly into the workforce or higher education, leading to increased motivation, career readiness, and long-term success.

Supporting Data

15% increase in student enrollment into CCTE courses..

Benchmark Indicator

Implementation

- Semesterly review of student transcripts
- Semesterly review of career interest inventories
- Quarterly review of students in AP tutoring compared to the previous semester and year to measure students participation and success in AP courses.
- Semester review of students enrolled in dual enrollment courses
- Quarterly review of students enrolled in courses where industry certification can be obtained

Effectiveness

- Semesterly review of student transcripts will reveal that the overall distribution rate of students attaining 1 industry certification and 2 EPSOs will increase by 5%
- Semesterly review of student career interest inventories reflects 100% in mastery scheduling, which supports at least 70% of CCTE students mastering competencies to complete industry certifications.
- Quarterly review of students in AP courses will reflect a 5% increase in the number of students passing AP Exam.
- Semesterly review of students enrolled in dual enrollment courses will reflect a 10% increase in the number of students taking the dual enrollment exam.
- Quarterly review of students enrolled in courses where industry certifications are obtained will will reflect a 5% increase in the number of students receiving industry certifications

E 3.3.1 Career Exploration and Work-Based Learning Opportunities

✓ Ready

CAREER EXPLORATION IN MIDDLE SCHOOL: Setting Students on the Path to Success

Tier 1 – Strong Evidence

Attachments

https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf

A 3.3.1 College and Career Readiness Opportunities

✓ Ready

Description

Providing college and career readiness learning opportunities for students is pivotal in bridging the gap between classroom instruction and real-world application. These experiences allow students to gain firsthand insights into various careers, develop practical skills, and understand the expectations and dynamics of professional environments. By integrating work-based learning, schools equip students with a clearer sense of career paths, boost their confidence, and improve their readiness for the workforce or higher education, ultimately enhancing their long-term career prospects and success. Education Opportunities (EPSO) Coach to support with senior students at Wooddale High School to obtain the necessary requirements to qualify as “Ready Graduates” according to the standards set by the State of TN Department of Education.

Implementation

- Quarterly review of 4-year student academic and transition plans
- Quarterly review of the number of students earning TN Promise Scholarship
- Quarterly Guest Speaker Bookings
- Annual Participation in the EMPLOY job-shadowing program

Effectiveness

- Quarterly review of 4-year student academic and transition plans will reflect an increase in students that are on-track of reaching their post-secondary goals at a minimum of 70%.
- There will be a 10% increase in students earning the TN Promise Scholarship.
- THE CTE department will book at least four guest speakers throughout the school year.
- There will be a 10% increase in participation for the EMPLOY job-shadowing program.

Person Responsible	Estimated Completion	Funding Sources
Youraba Latiker, LeAnn Cox, Crystal Grandberry, Cierra Shelton	May 22, 2026	

A 3.3.2 Student Activity Groups

✓ Ready

Description

On a weekly basis, students will participate in teacher-led student activity groups to increase engagement, to increase positive teacher/student rapport and school climate, and to increase students' well-being. Teachers will sign up to lead independently or with a colleague a group. Students will sign up according to their interests.

Implementation

- Monthly student attendance
- Monthly student survey results

Effectiveness

- Monthly student survey results will show a 95% participation rate in activities.
- Monthly survey results will show at least 85% positive results from participation.

Person Responsible	Estimated Completion	Funding Sources
Beverly Griffin, Latonja Robinson, Shawnee McFarland	May 22, 2026	

A 3.3.3 Support and Materials for CCTE Teachers

✓ Ready

Description

Providing robust support and materials for CCTE teachers is crucial for delivering high-quality, effective instruction that prepares students for the workforce. Comprehensive resources, such as up-to-date industry-standard equipment, instructional materials, and access to professional development, enable CCTE teachers to offer relevant, hands-on learning experiences that reflect current industry practices. By investing in resources and support systems, schools not only enhance the teaching effectiveness of CCTE educators but also improve student outcomes and career readiness, aligning educational experiences with real-world demands and opportunities.

Implementation

- Weekly observations and feedback to CCTE teachers
- Bi-weekly review of CCTE lesson plans

Effectiveness

- 100% of CCTE will provide curriculum aligned instruction to students.
- 100% of CCTE will submit weekly lesson plans and will receive weekly feedback on lesson plans.
- 100% of CCTE will have weekly opportunities to engage in hands-on learning experiences.

Person Responsible	Estimated Completion	Funding Sources
Youraba Latiker, Cierra Shelton	May 22, 2026	

A 3.3.4 College Tours

✓ Ready

Description

Student will tour colleges in Tennessee to obtain information regarding academic courses that align with their college and career goals.

Implementation

- Semesterly review of student transcripts
- Semesterly review of career interest inventories

Effectiveness

- Semesterly review of student transcripts will reveal that the overall distribution rate of students attaining 1 industry certification and 2 EPSOs will increase by 5%
- Semesterly review of student career interest inventories reflects 100% in mastery scheduling, which supports at least 70% of CTE students mastering competencies to complete industry certifications.

Person Responsible	Estimated Completion	Funding Sources
LeAnn Cox, Crystal Grandberry	May 22, 2026	

Completed Reviews

SEA Approved	Oct 15
See Older Reviews	