

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

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need.

**Performance Measure**

By May of 2026 we will increase from 35% (2024) to 36% proficiency in ELA for all students.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b>                      Oakhaven High School we provide daily access to a rigorous instruction that fosters deep understanding, strengthens comprehension, and promotes mastery of Tennessee Standards, ensuring students are college and career ready.</p> <p><b>Benchmark Indicator</b>                      **Benchmark Indicator**</p> <p>PLC meeting minutes-Weekly</p> <p>Common Formative Assessments- Monthly</p> <p>Teacher Tutoring log- Quarterly</p> <p>Informal Observations- Weekly</p> <p><b>**Effectiveness**</b></p>	<p><b>[A 1.1.1] Support a rich learning environment for students.</b>                      Secure supplies, materials, equipment and support to enhance classroom instruction.</p>	<p>Candace Suber (PLC Coach)</p>	<p>12/24/2025</p>	<p>Title I/SBB</p>	

<p>Weekly PLC minutes will demonstrate that 80% of teachers can design lessons aligned with Tennessee state standards.</p> <p>Performance levels on common formative assessments will show 36% of students will reach 80% on-track/mastery each month.</p> <p>Tutoring logs will reveal that 20% of students attending after-school tutoring have increased their scores by 5% on monthly formative assessments.</p> <p>Informal observations will indicate that 85% of teachers meet the criteria outlined in the school observation guide.</p>					
	<p><b>[A 1.1.2] Differentiated Learning Opportunities</b> Provide differentiated professional development for both SPED and GEN Ed ELA teachers that focus on building students' foundational skills and addressing grade level standards. All teachers will use lesson plan power point to deliver differentiated instructions every class period.</p>	Principal Mosby	05/22/2026	Title I/SBB	
	<p><b>[A 1.1.3] Common Planning</b> Common planning time allotted for the annotation of the District curriculum planning worthwhile lessons for the ELA department.</p>	Principal Mosby, Counselor Linson	05/22/2026	Title I/SBB	
	<p><b>[A 1.1.4] Increase Instructional Technology</b> To better engage students in the lesson we will continue to upgrade all ELA 9-10 classrooms with interactive smart boards or Promethean boards and provide teachers with a classroom set of devices.</p>	Candace Suber (PLC Coach)	05/22/2026	Title I/SBB	
	<p><b>[A 1.1.5] Provide support for District ELA curriculum, materials, novels, and resources.</b> Provide classroom sets of novels and e-books for English I, II, III AND IV that are aligned with the state content standards and performance based instructional objectives.</p>	Candace Suber (PLC Coach)	05/22/2026	Title I/SBB	
	<p><b>[A 1.1.6] Block Scheduling</b> Class period will be extended to from 60 minutes to</p>	Principal Mosby	05/22/2026	Title I/SBB	

	75 minutes to extend instructional and practice time in the classroom.				
<p><b>[S 1.2] Professional Development</b> Provide professional development for school leaders, teachers, and other instructional staff at Oakhaven High School focused on articulating the instructional practice shifts necessary to enhance teachers' pedagogy.</p> <p>Our staff will also participate in out-of-town PDs that will be used to train teachers in the building on focus subject areas to drive student achievement.</p> <p><b>Benchmark Indicator</b> **Implementation**</p> <p>Monthly Pd Sign-in sheets</p> <p>Weekly planning meetings agendas</p> <p>Quarterly Data Review Sessions.</p> <p>New Teacher Academy Monthly meetings.</p> <p><b>**Effectiveness**</b></p> <p>* <b>**Monthly**</b> sign in sheets and <b>**Weekly**</b> planning meeting agendas will result in 100% teachers demonstrating effective implementation of <b>**90% **strategies discuss.</b></p> <p>* Quarterly Data review sessions will result in 100% of staff implementing effective strategies.</p> <p>* New Teacher Academy monthly meetings will result in 100% of new staff fully implementing effective strategies in the classroom.</p>	<p><b>[A 1.2.1] Facilitate Professional Learning Communities</b> PLC Coach will facilitate opportunities for teachers to engage in best practices, needed/required professional development offerings based on IPG data and ILT recommendations, mentoring support/feedback from teachers, and gradual release to teacher leaders to support grade band and content areas.</p>	Candace Suber (PLC Coach)	05/22/2026	Title I/SBB	
	<p><b>[A 1.2.2] Use of Instructional Coaches</b> Use of Literacy Instructional Coaches and school level Literacy Content Leads to provide direct</p>	Antwanette Jones (Instructional	05/22/2026	Title I/SBB	

	support to teachers to improve literacy instructional practices in classrooms and across relevant content areas.	Coach)			
	<b>[A 1.2.3] New Teacher Mentoring</b> Teachers new to the profession of teaching will be mentored by the PLC Coach on best teaching practices, classroom management and lesson development. Other mentoring will be assigned as needed.	Candace Suber (PLC Coach)	05/22/2026		
	<b>[A 1.2.4] Content Specific PD Sessions</b> Instructional Leadership Team (ILT) will plan, develop and facilitate PD sessions throughout the school year to support teachers based on need assessments, IPG, data, formal observation, post conference feedback to improve the teaching and learning environment both virtually and in-person.	Principal Mosby, Candace Suber (PLC)	05/22/2026	Title I/SBB	
<b>[S 1.3] Targeted Intervention and Personalized Learning</b> Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.  <b>Benchmark Indicator</b> **Implementation**  * **Quarterly** benchmark assessments * **Monthly** progress monitoring data * **Intervention Fidelity checks**   <b>**Effectiveness**</b>  * **Quarterly** benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * **Monthly** progress monitoring data will reflect students increasing by at least 2-3 data points. * **Intervention Fidelity checks** will result in a	<b>[A 1.3.1] Literacy Coach</b> Expand support to ELA teachers to help increase literacy in the classroom using school and district-based strategies.	Antwanette Jones (Instructional Coach)	05/22/2026	Title I/SBB	

15% increase in proficiency levels for those receiving interventions.					
	<b>[A 1.3.2] Tutoring</b> Each teacher volunteers to tutor 1 hour per week.	Principal Mosby	05/22/2026	Title I/SBB	
	<b>[A 1.3.3] RTI2</b> Identification of Tier II and Tier III students 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 in all K-12 schools. Implementation monitoring is ongoing, and student progress is bench-marked every three weeks. Interventions provided for students are adjusted according to student mastery. RLA teachers will use Edgenuity as a resource tool.	Principal Mosby, Asia McFarland (SPED Chair), Ronetta Shivers (Librarian)	05/22/2026	Title I/SBB	
	<b>[A 1.3.4] SPED Chair</b> This position will be responsible for pull out support in Literacy for Tier II and III students, support will be offered in addition to RTI.	Asia McFarland (SPED Chair)	05/22/2026	Title I/SBB	
	<b>[A 1.3.5] RTI2 Data Team Meetings</b> Increase discussion on individual students at weekly team meetings and be sure to tweak strategies and processes that are not yielding success for students.	Asia McFarland (SPED Chair), and Ronetta Shivers (Librarian)	05/22/2026	Title I/SBB	
	<b>[A 1.3.6] RTI2-B</b> Response to Intervention2- Behavior (RTI2-B) is a state framework designed as a companion, positive culture building, prevention and intervention strategy similar to the academic RTI2 response. It replaces PBIS in a state structure with a required high level of accountability. RTI2-B training has been contracted through the University of Memphis for West, Tennessee. All school districts will be trained with a standard curriculum, and all school districts will implement with the same fidelity and high expectations. In SCS, RTI2-B is implemented under the SEL umbrella and aligns professional support for multi-tiered systems of support.	Principal Mosby, VP Knight, Washington (Behavioral Specialist)	05/22/2026	Title I/SBB	

	<p><b>[A 1.3.7] Virtual School</b> Virtual School is a platform used for students to gain credits that they are missing to keep them on their assigned graduation track.</p>	Counselor Linson	05/22/2026	Title I/SBB	
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**[G 2] Mathematics**

By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

**Performance Measure**

By May 2026 we will increase from 13% (2024) to 26% proficiency in Math for all students

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>PLC meeting minutes-Weekly</p> <p>Common Formative Assessments- Monthly</p>	<p><b>[A 2.1.1] Support a rich learning environment for students</b> Secure supplies, materials, equipment and support to enhance classroom instruction.</p>	Candace Suber (PLC Coach)	05/22/2026	Title I/SBB	

<p>Teacher Tutoring log- Quarterly</p> <p>Informal Observations- Weekly</p> <p><b>**Effectiveness**</b></p> <p>Weekly PLC minutes will demonstrate that 90% or better of teachers can design lessons aligned with Tennessee state standards.</p> <p>Performance levels on common formative assessments will show</p> <p>27% of students will reach 80% on-track/mastery each month.</p> <p>Tutoring logs will reveal that 20% of students attending after-school tutoring have increased their scores by 5% on monthly formative assessments.</p> <p>Informal observations will indicate that 85% of teachers meet the criteria outlined in the school observation guide.</p>					
	<p><b>[A 2.1.2] Block Scheduling</b> Class period will be extended to from 50 minutes to 75 minutes to extend instructional and practice time in the classroom.</p>	Principal Mosby, Counselor Linson	05/22/2026	Title I/SBB	
	<p><b>[A 2.1.3] Differentiated Learning Opportunities</b> Provide differentiated professional development for both SPED and GEN Ed Math teachers that focus on building students' foundational skills and addressing grade level standards.</p>	Principal Mosby	05/22/2025	Title I/SBB	
	<p><b>[A 2.1.4] Access to Rigorous Curriculum</b> Provide a curricular framework for teachers with curriculum modules that outline a pacing guide for essential math knowledge and skills aligned to TN State Standards.</p>	Principal Mosby	05/22/2026	Title I/SBB	
	<p><b>[A 2.1.5] Resource Alignment</b> Provide teachers with instructional math resources for Tier 1 instruction aligned to the TN Academic</p>	Candace Suber (PLC Coach)	05/22/2026	Title I/SBB	

	standards including curriculum maps, math manipulative, pacing guides and classroom protocols in order to improve first teaching delivery.				
	<p><b>[A 2.1.6] Increase Instructional Technology</b> To better engage students in the lesson we will upgrade all Algebra I, Algebra II and Geometry classrooms with interactive smart boards or Promethean boards and a classroom set of laptops.</p>	Candace Suber (PLC Coach)	05/22/2026	Title I/SBB	
<p><b>[S 2.2] Professional Development</b> Provide professional development for school leaders, teachers, and other instructional staff at Oakhaven High School focused on articulating the instructional practice shifts necessary to enhance teachers' pedagogy.</p> <p>Our staff will also participate in out-of-town PDs that will be used to train teachers in the building on focus subject areas to drive student achievement.</p> <p><b>Benchmark Indicator</b> **Implementation**</p> <p>Monthly Pd Sign-in sheets</p> <p>Weekly planning meetings agendas</p> <p>Quarterly Data Review Sessions.</p> <p>New Teacher Academy Monthly meetings.</p> <p><b>**Effectiveness**</b></p> <p>* **Monthly** sign in sheets and <b>**Weekly**</b> planning meeting agendas will result in 100% teachers demonstrating effective implementation of <b>**90% **</b>strategies discuss.</p> <p>* Quarterly Data review sessions will result in 100%</p>	<p><b>[A 2.2.1] Facilitate Professional Learning Communities</b> PLC Coach will facilitate opportunities for teachers to engage in best practices, needed/required professional development offerings based on IPG data and ILT recommendations, mentoring support/feedback from teachers, and gradual release to teacher leaders to support grade band and content areas.</p>	Candace Suber (PLC Coach)	05/22/2026	Title I/SBB	

<p>of staff implementing effective strategies. * New Teacher Academy monthly meetings will result in 100% of new staff fully implementing effective strategies in the classroom.</p>					
	<p><b>[A 2.2.2] New Teacher Mentoring</b> Provide mentoring, coaching, and professional development for struggling new teachers.</p>	<p>Principal Mosby, Candace Suber (PLC), Antwanette Jones(Instructional coach) Ronatta Fullilove(Instructional Coach)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
	<p><b>[A 2.2.3] Instructional Leadership Team (ILT)</b> Provide specific content professional development.</p>	<p>Principal Mosby, Candace Suber (PLC)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
	<p><b>[A 2.2.4] Use of Instructional Coaches</b> Use Instructional Coaches including ILT Math Leads and PLC Coaches to provide direct support to teachers to improve math instructional practices in classrooms and across relevant content areas.</p>	<p>Principal Mosby, Candace Suber (PLC)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
	<p><b>[A 2.2.5] Targeted Professional Development</b> Provide monthly content cadre PD sessions for teachers and leaders based on identified tracks.</p>	<p>Candace Suber (PLC Coach)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
<p><b>[S 2.3] Targeted Interventions and Personalized Learning</b> Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> **Implementation**</p>	<p><b>[A 2.3.1] RTI</b> I-Ready will be provided for tier 2 and tier 3 students</p>	<p>Ronetta Shivers (librarian)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	

<p>* **Quarterly** benchmark assessments  * **Monthly** progress monitoring data  * Targeted intervention sessions for students needing additional support  **Effectiveness**</p> <p>* **Quarterly** benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.  * **Monthly** progress monitoring data will reflect students increasing by at least 2-3 data points.  * Targeted intervention sessions will demonstrate that 80% of participants show improved understanding in key areas, as evidenced by pre- and post-assessments.</p>					
	<p><b>[A 2.3.2] Tutoring</b>  Each teacher volunteers to tutor 1 hour per week.</p>	Principal Mosby	05/22/2026	Title I/SBB	
	<p><b>[A 2.3.3] Progress Monitoring</b>  Create and implement a systemic approach to monitoring and implementation of the math intervention and using the data to drive instruction.</p>	Principal Mosby, Candace Suber (PLC Coach), R. Fullilove (Instructional Coach)	05/22/2026	Title I/SBB	
	<p><b>[A 2.3.4] RTI2B</b>  Response to Intervention2- Behavior (RTI2-B) is a state framework designed as a companion, positive culture building, prevention and intervention strategy similar to the academic RTI2 response. It replaces PBIS in a state structure with a required high level of accountability. RTI2-B training has been contracted through the University of Memphis for West, Tennessee. All school districts will be trained with a standard curriculum and all school districts will implement with the same fidelity and high expectations. In SCS, RTI2-B is implemented under the SEL umbrella and aligns professional support for multi-tiered systems of support</p>	Principal Mosby, VP Knight, J. Washington (Behavioral Specialist)	05/22/2026	Title I/SBB	
	<p><b>[A 2.3.5] Virtual School</b></p>	Counselor	05/22/2026	Title I/SBB	

	Create and implement a systemic approach to monitoring and implementation of the math intervention and using the data to drive instruction.	Linson			
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**[G 3] College and Career Readiness**

By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Memphis-Shelby County Schools will create a support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or careers.

**Performance Measure**

By May 2026 the percentage of ready graduates will increase from 3.7% (2024) to 32%.

These performance measures will be monitored by the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Early Post-Secondary Opportunities</b> Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p><b>Benchmark Indicator</b> **Implementation**</p> <ul style="list-style-type: none"> <li>* Quarterly report cards</li> <li>* Semesterly review of transcripts</li> <li>* Monthly progress updates for students in advanced academics</li> </ul> <p>**Effectiveness**</p> <ul style="list-style-type: none"> <li>* Quarterly report cards will reflect 100% of students enrolled in advance academics will have a passing grade of C or higher.</li> <li>* Semesterly review of transcripts will reflect 100%</li> </ul>	<p><b>[A 3.1.1] Post-Secondary Institute Collaboration</b> Strengthen collaborations among secondary and post-secondary institutions, employers, and industry partners by developing programs in conjunction with post-secondary institutions to ensure a seamless transition from secondary into higher education or work place.</p>	Principal Mosby, Kendrick Hayes (CCTE)	05/22/2026	Title I/SBB	

<p>of students enrolled in advance academics will have a passing grade.</p> <ul style="list-style-type: none"> <li>* Quarterly report cards</li> <li>* Semesterly review of transcripts</li> <li>* Monthly progress updates will demonstrate that 90% of students in advanced academics are meeting their academic goals, ensuring they stay on track for success.</li> </ul>					
	<p><b>[A 3.1.2] Underclassmen ACT Workshops</b>  Conduct quarterly ACT workshops for all freshmen and sophomores.</p>	<p>Candace Suber (PLC Coach), Vp Knight, Counselor Linson, Mrs. R. Fullilove(Instru ctional Coach)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
	<p><b>[A 3.1.3] Dual Credit Courses</b>  Develop and expand opportunities for all students to access multiple early post-secondary credits while still enrolled in high school and provide content specific, embedded professional development training, and workshops to assist with meeting graduation goals.</p>	<p>Principal Mosby, Counselor Linson</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
	<p><b>[A 3.1.4] EPSO via Industry Certification</b>  Provide students opportunities to enroll in CCTE industry certification courses at Oakhaven High School.</p>	<p>Kendrick Hayes (CCTE)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
<p><b>[S 3.2] Work-Based Learning Opportunities</b>  Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification.</p> <p><b>Benchmark Indicator</b>  **Implementation**</p> <ul style="list-style-type: none"> <li>* Bi-Quarterly progress reports</li> <li>* Semesterly review of transcripts</li> <li>* Monthly feedback sessions with students participating in work-based learning opportunities</li> </ul>	<p><b>[A 3.2.1] Provide College, Career, and Technological Education Courses</b>  Continue to utilize our CCTE department in the planning of specific pathways aligned to industry demands and career opportunities.</p>	<p>Kendrick Hayes</p>	<p>05/23/2026</p>	<p>Title I/SBB</p>	

<p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Bi-Quarterly review of progress reports will reflect 100% of students enrolled in advance academics will have a passing grade of C or higher.</li> <li>* Semesterly review of transcripts will reflect 100% of students enrolled in advance academics will have a passing grade.</li> <li>* Monthly feedback sessions will demonstrate that 85% of students in work-based learning opportunities are successfully applying skills learned in the classroom to real-world experiences, enhancing their overall academic performance.</li> </ul>					
	<p><b>[A 3.2.2] JROTC Program</b> Continue to utilize our JROTC department in the planning of specific pathways aligned to industry demands and career opportunities.</p>	SFC. Dailey	05/22/2026	Title I/SBB	
	<p><b>[A 3.2.3] CTE Strategic Redesign Plan</b> Continue to align high quality CTE programs and labor market needs to equip students with 21st century skills and prepare them for in-demand occupations, providing students foundational skills for future internships and apprenticeships.</p>	Principal Mosby, Counselor Linson, VP Knight, Kendrick Hayes(CTE)	05/22/2026	Title I/SBB	
<p><b>[S 3.3] Effective Transitions (Middle to High School to Post-Secondary)</b> ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p><b>Benchmark Indicator</b> <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Quarterly Course Recovery Reports</li> <li>* Annual Graduation Cohort Report</li> <li>* Transition workshops for students moving from middle school to high school and high school to</li> </ul>	<p><b>[A 3.3.1] Transcript Evaluations</b> Provide comprehensive transcript evaluations three times a year for every student in Gr 9-12 along with intervention guidance.</p>	Principal Mosby, Counselor Linson	05/22/2026	Title I/SBB	

<p>post-secondary education **Effectiveness**</p> <p>* Quarterly course recovery reports will reflect students enrolled in course recovery classes will have a passing grade of C or higher.</p> <p>* Annual review of graduation cohort report will reflect 100% of students are on track for graduation.</p> <p>* Transition workshops will demonstrate that 90% of participants feel prepared for the next phase of their education, as measured by pre- and post-workshop surveys, leading to smoother transitions.</p>					
	<p><b>[A 3.3.2] Early Warning System</b> Train high school counselors on early warning system to identify students' at-risk variables and devise a plan to keep the students on track for graduation and or provide them with the option to graduate early and enroll students in project grad.</p>	Principal Mosby	05/22/2026	Title I/SBB	
	<p><b>[A 3.3.3] Feeder Middle School Transition Plan</b> School counselor will develop and implement a Middle-to-High transition plans focused on college and career exploration.</p>	Counselor Linson	05/22/2026	Title I/ SBB	
	<p><b>[A 3.3.4] Parent Meetings</b> Provide parent meetings to discuss the transition to high school including visits to Oakhaven High School.</p>	Principal Mosby, Counselor Linson	05/22/2026	Title I/SBB	
	<p><b>[A 3.3.5] SWD Graduation Requirement Analysis</b> SWD schedules will be analyzed to check for completed graduation requirements to ensure input of correct course codes with fidelity.</p>	Principal Mosby, Counselor Linson, Asia McFarland(Sped Chair)	05/22/2026	Title I/SBB	
	<p><b>[A 3.3.6] Training on Alternate Academic Diploma (AAD)</b> Provide professional counselor with information about state wide transition programs for students participating on the alternate assessment.</p>	Principal Mosby, Counselor Smith, Asia McFarland (SPED Chair)	05/22/2026	Title I/SBB	

	<b>[A 3.3.7] Virtual School</b> Using the SCS Virtual School platform, students will have access to complete additional courses required for graduation during, before-school, after-school and weekend sessions.	Counselor Linson	05/22/2026	Title I/SBB	
	<b>[A 3.3.8] Grade and Course Recovery Program</b> Utilize district approved online program and the Project Graduation after-school program to allow students to recover credits previously missed in order to remain in their initial cohorts and to remain on track for on-time graduation.	Principal Mosby, Counselor Linson	05/22/2026	Title I/SBB	

**[G 4] Safe and Healthy Students**  
Oakhaven High School will decrease the percentage of chronic absenteeism of students from 12.2% in the 2024 school year to 5% in the 2026 school year.

**Performance Measure**  
Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<b>[S 4.1] Attendance and Behavior Interventions and Supports</b> Oakhaven High School will implement targeted interventions and support programs to address identified behavioral needs, providing appropriate supports to ensure a positive and effective learning environment for all students.  <b>Benchmark Indicator</b> **Implementation**  * 20-day Attendance Reports * 20-day Behavior Reports * Student Support Workshops **Effectiveness**  * 20-day attendance reports will reflect a 5%	<b>[A 4.1.1] Behavior Specialist</b> Implement targeted interventions and support programs that address identified behavior needs and provide appropriate student supports.	J. Washington (Behavior Specialist)	05/22/2026	Title I/SBB	

<p>decrease in the number of students absent from school.</p> <p>* 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</p> <p>* Feedback from student support workshops will indicate an 80% satisfaction rate among participants regarding the effectiveness of the interventions.</p>					
	<p><b>[A 4.1.2] Positive Behavior Intervention Support</b> Implement a RTI2 behavior prevention and intervention plans with fidelity that provides supports to students.</p>	<p>Asia McFarland (Sped Lead)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
	<p><b>[A 4.1.3] Intervention Programs for Students</b> Implement intervention programs to encourage positive and safe behavior among students. Oakhaven High School will implement a De-escalation Room to assist with calming students when problem situations arises.</p>	<p>VP Knight, Asia McFarland (SPED Lead), Washington (Behavior Specialist)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
	<p><b>[A 4.1.4] Intervention Teams</b> Utilize cross-functional teams to complete Stat Cycles that review attendance, chronic absenteeism, and behavioral data to identify at-risk students.</p>	<p>Principal Mosby, VP Knight, Candace Suber(PLC Coach), Ashley Hill(General Office Secretary)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
	<p><b>[A 4.1.5] Identification System for Chronically Absent SWD</b> Make teachers/staff aware of need for identification of SWD who are often absent absent through weekly and or quarterly attendance data analysis.</p>	<p>Principal Mosby, Counselor Smith, Asia McFarland (SPED Lead)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
	<p><b>[A 4.1.6] RTI2-B</b> Response to Intervention2- Behavior (RTI2-B) is a state framework designed as a companion, positive culture building, prevention and intervention strategy similar to the academic RTI2 response. It replaces PBIS in a state structure with a required</p>	<p>Principal Mosby, VP Knight, Washington (Behavior Specialist)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	

	<p>high level of accountability. RTI2-B training has been contracted through the University of Memphis for West, Tennessee. All school districts will be trained with a standard curriculum and all school districts will implement with the same fidelity and high expectations. In SCS, RTI2-B is implemented under the SEL umbrella and aligns professional support for multi-tiered systems of support.</p>				
<p><b>[S 4.2] Professional Development</b> Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p><b>Benchmark Indicator</b> **Implementation**</p> <ul style="list-style-type: none"> <li>* Quarterly Student Discipline and Attendance Reports</li> <li>* Weekly PLC Agendas</li> <li>* Monthly Teacher Reflection Surveys</li> </ul> <p>**Effectiveness**</p> <ul style="list-style-type: none"> <li>* A review of quarterly student discipline and attendance reports will result in a 5% decrease in student discipline issues and student absences from school.</li> <li>* Weekly PLC meeting agendas will result in 100% of teachers demonstrating effective implementation of 90% of the behavioral strategies discussed in weekly professional development.</li> <li>* Analysis of monthly teacher reflection surveys will show an 85% increase in teachers reporting confidence in applying behavioral strategies in their classrooms.</li> </ul>	<p><b>[A 4.2.1] Targeted Training</b> Provide principals, school counselors, PLC and PBIS coaches professional development to address student discipline, attendance, and chronic absenteeism.</p>	<p>Principal Mosby, Counselor Linson, VP Knight, Candace Suber (PLC Coach)</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	
	<p><b>[A 4.2.2] Provide Ongoing Training for</b></p>	<p>Principal</p>	<p>05/22/2026</p>	<p>Title I/SBB</p>	

	<p><b>Monitoring Behavior/Discipline</b> Teachers need to attend potential trainings to learn replacement strategies to deal with unwanted behaviors in the classroom on the following topics: FBA/BIP, CPI, PCM, Behavior Tools; Utilize Reset Rooms, attend ACES Training; and attend Regulate to Deescalate.</p>	Mosby, VP Knight, Asia McFarland (SPED Lead), Counselor Linson			
<p><b>[S 4.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> **Implementation**</p> <ul style="list-style-type: none"> <li>* Semesterly Sign-In Sheets</li> <li>* Semesterly Parent Survey</li> <li>* Quarterly Community Partnership Meetings</li> </ul> <p>**Effectiveness**</p> <ul style="list-style-type: none"> <li>* Semesterly sign-in sheets will reflect a 5% increase in the number of families attending engagement events.</li> <li>* Semesterly parent surveys will reflect a 3% increase in parent involvement in school-related events and activities.</li> <li>* Feedback from quarterly community partnership meetings will indicate a 10% increase in community resources shared with families, enhancing support for student learning.</li> </ul>	<p><b>[A 4.3.1] Safe Tips Line</b> Maintain a Safe Tips Line that provides students, parents, and community members the opportunity to report incidents of bullying or other potentially dangerous behaviors occurring in schools.</p>	Principal Mosby, VP Knight, Counselor Linson	05/22/2026	Title I/SBB	
	<p><b>[A 4.3.2] Community Partnership</b> Partner with the District Attorney's Office to support schools with high chronic absenteeism rate.</p>	Principal Mosby, Counselor Linson, VP Knight	05/22/2026	Title I/SBB	
	<p><b>[A 4.3.3] Expanded Community Resources</b> Continue to expand the Adopt-A-School program to connect schools with community resources that support teaching and learning.</p>	Principal Mosby, Candace Suber(PLC	05/22/2026	Title I/SBB	

		Coach)			
	<p><b>[A 4.3.4] Parent Ambassadors Program</b>  Strengthen the Parent Ambassadors program to inform and involve families on important topics (school readiness, curriculum, high school readiness, college prep, safe schools, attendance, etc)</p>	Principal Mosby, Candace Suber(PLC Coach), Counselor Linson	05/22/2026	Title I/SBB	