

Overton High Annual Plan (2025 - 2026)

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[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. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

Overton High School will improve on-track and mastery percentages from 25.6% in SY24 to 28.6% in SY26.

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>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation:**</p> <p>Common Formative Assessments - Quarterly</p> <p>TEM rubric for formal observations - Quarterly</p> <p>Teacher Tutoring Logs - Quarterly</p> <p>**Effectiveness:**</p>	<p>[A 1.1.1] Support a rich learning environment for students Secure equipment, materials, supplies, and support once funding is made available to enhance classroom instruction in accordance to the SIP Plan Goals.</p>	<p>Shannon Marszalek (PLC Coach), Sheryl Myers (Financial Secretary), Karlhesha Riley (Media Specialist)</p>	<p>05/21/2026</p>	<p>Title I Funds</p> <p>General Funds</p>	

<p>Performance levels at 85% on-track/mastery on Common Formative Assessments quarterly.</p> <p>Quarterly observations using the TEM rubric will show that 85% of teachers were implementing lessons at Level 3 or above.</p> <p>Tutoring logs will show that 20% of students attending after-school tutoring showed an increase of 5% on quarterly formative assessments.</p>					
	<p>[A 1.1.2] Provide instructional support via Instructional Facilitator Instructional Facilitator will provide instructional support by coordinating quarterly new teacher mentoring and new to school on-boarding training and support; serving on the Instructional Leadership Team (ILT) which meets bi-monthly; coordinating school ACT Prep efforts; serving as school AP Coordinator and Honors Liaison; serving as Social Studies Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams (Principal), Sallie Pendley (Instructional Facilitator)	05/21/2026	Title I Funds General Funds	
	<p>[A 1.1.3] Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads. Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities. Continue school assignment of teacher observations with Admin Content Lead areas of expertise so that observers can provide rich, targeted feedback for teacher growth.</p>	Reginald Williams (Principal), Stephani Floyd (Vice Principal), Shannon Marszalek (PLC Coach), Sallie Pendley (Instructional Facilitator)	04/01/2026	Title I Funds General Funds	
	<p>[A 1.1.4] Continue weekly collaborative planning and weekly PLC work. Continue to use District Resources to reinforce shift to standards-aligned instruction monitored by Admin Content Leads. Redesign weekly</p>	Stephanie Floyd (Vice Principal), Shannon	03/27/2026	Title I Funds General Funds	

	Professional Learning Community (PLC) work to include opportunities for on-track plus mastery data monitoring during every meeting (DDI Cycle). Continue student work analysis (based on Leverage Leadership 2.0 model) and quarterly Common Formative Assessment (CFA) student data analysis; both practices focus on identifying student areas of need and designing reteaching opportunities to improve student academic achievement.	Marszalek (PLC Coach)			
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementation**</p> <p>Quarterly New Teacher Cohort Meetings</p> <p>ILT Meetings twice a month for content support to include a Cycle of Professional Learning</p> <p>**Effectiveness**</p> <p>95% Meeting Attendance and 85% implementation of strategies learned during meetings</p> <p>80% standard aligned core instructional strategies implementation (twice monthly)</p>	<p>[A 1.2.1] Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction. Secure equipment, materials, supplies, and support from various vendors, regional, state, and national opportunities for PD to enhance classroom instruction for individual teachers, content area teams, and whole school faculty and staff, for support of all students.</p>	Shannon Marszalek (PLC Coach), Sallie Pendle (Instructional Facilitator), Stephani Floyd (Vice Principal), David Ellis (Assistant Principal), Dr. LaJuan Gray	03/27/2026	Title I Funds General Funds	
	<p>[A 1.2.2] Provide professional development delivery and support via PLC Coach. PLC Coach will provide professional development delivery and support by coordinating, facilitating, and conducting weekly content area Professional Learning Communities (PLC); coordinating and serving on the Instructional Leadership Team (ILT);</p>	Shannon Marszalek (PLC Coach)	04/06/2026	Title I Funds General Funds	

	coordinating and leading District and ILT professional learning opportunities; serving as ELA Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.				
	<p>[A 1.2.3] Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL).</p> <p>Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities.</p>	Reginald Williams (Principal), Stephani Floyd (Vice Principal), Shannon Marszalek (PLC Coach), Sallie Pendley (Instructional Facilitator)	03/27/2026	Title I Funds General Funds	
	<p>[A 1.2.4] Provide Opportunities for parent engagement and training (FACE).</p> <p>Provide monthly opportunities for parents to engage in their students' education via informational sessions and trainings on how to support literacy attainment, student achievement and growth on ELA assessments, and student achievement and growth on ELPA 21 assessments.</p>	Reginald Williams (Principal), Geremiah Hampton (Family Engagement Specialist) Shannon Marszalek (PLC Coach), Sallie Pendley (Instructional Facilitator)	04/06/2026	Title I Funds General Funds	
<p>[S 1.3] Targeted Intervention and Personalized Learning</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Implementation**</p>	<p>[A 1.3.1] Offer RTI A Tier II and Tier III courses during the instructional day.</p> <p>Students will complete an entire cycle of progress monitoring and support using i-Ready.</p>	Ryan Sisung (Interventionist), Deborah Pruet (Interventionist), Anne Webb (Assistant Principal)	05/21/2026	Title I Funds General Funds	

<p>Daily SPED and ESL Push in Support for ELA and Math courses</p> <p>Monthly Progress Monitoring data review of students' performance in targeted intervention (i-Ready)</p> <p>**Effectiveness**</p> <p>85% of SPED and ESL students show growth (3% on School Level CFAs)</p> <p>85% of students progressing with targeted intervention (monthly)</p>					
	<p>[A 1.3.2] Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC intervention to determine eligibility during the instructional day.</p> <p>Students will complete an entire cycle of progress monitoring and support using i-Ready to address targeted skill deficits and eligibility in reading during intervention. Students will receive targeted support for skill deficits through learning labs where students and teachers will track student growth and progress.</p>	<p>Lue Newberry (EC Chair); Yaminah Rossell (EC Teacher); Latesa Lyon (EC Teacher); Chantal Hess Taylor (EC Teacher); Kerah Jones (EC Teacher)</p>	<p>05/21/2026</p>	<p>Title I Funds</p> <p>General Funds</p>	
	<p>[A 1.3.3] Offer ESL courses by WIDA/ELPA 21 ability level and ELD courses for additional language development during the instructional day.</p> <p>ESL courses will be offered by grade and ability level for all eligible EL students. Additionally, school will offer ELD courses which provide an additional support period for especially vulnerable EL populations within first two calendar years of entry into the US. Students who scored in the advanced range on WIDA/ELPA 21 will receive additional services through push-in support.</p>	<p>Ryan Littman (ESL Teacher); Courtney Merriweather (ESL Teacher); Shelly Eichman (ESL Chair); David O'Brien (ESL Teacher); Davida Smith Keita (ESL Teacher); Michael</p>	<p>05/21/2026</p>	<p>Title I Funds</p> <p>General Funds</p>	

		Scharff (ESL Teacher); Lalangie Hoskins (ESL Teacher); Anne Webb (Assistant Principal)			
	<p>[A 1.3.4] Provide weekly no cost tutoring for all content areas outside of the instructional day. All teachers will offer at least forty-five minutes of tutoring outside of the instructional day weekly to provide additional support to students so that he/she can attain content mastery.</p>	Shannon L. Marszalek (PLC Coach); Stephani Floyd (Vice Principal); David Ellis (Assistant Principal); Ronnie Dukes (Assistant Principal); Anne Webb (Assistant Principal); Sallie Pendley (Instructional Facilitator)	05/21/2026	Title I Funds General Funds	
	<p>[A 1.3.5] Continue DEC inclusion co-teaching in English. DEC inclusion co-teachers will work collaboratively with ELA content teachers to design and deliver appropriate scaffolds and accommodations for SWD.</p>	Kerah Jones (EC Teacher); Latesa Lyon (EC Teacher); Lue Newberry (EC Chair); Anne Webb (Assistant Principal)	05/21/2026	Title I Funds General Funds	
	<p>[A 1.3.6] ESL push-in co-teaching in ELA classes. ESL push-in co-teachers will work collaboratively with ELA content teachers to design and deliver appropriate scaffolds and accommodations for EL students.</p>	Shelly Eichman (ESL Chair); Anne Webb (Assistant Principal)	05/21/2026	Title I Funds General Funds	

[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

Overton High School will improve on-track and mastery percentages from 5.7% in SY24 to 8.7% in SY26.

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>[S 2.1] Standard Aligned Core Instruction 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>Benchmark Indicator **Implementation:**</p> <p>Common Formative Assessments - Quarterly</p> <p>TEM rubric for formal observations - Quarterly</p> <p>Teacher Tutoring Logs - Quarterly</p> <p>**Effectiveness:**</p> <p>Performance levels at 85% on-track/mastery on Common Formative Assessments quarterly.</p>	<p>[A 2.1.1] Support a rich learning environment for students Secure equipment, materials, supplies, and support when funding is available to enhance classroom instruction according to the goals of the School Improvement Plan.</p>	<p>Shannon Marszalek (PLC Coach); Sheryl Myers (Financial Secretary); Karnesha Riley (Media Specialist)</p>	<p>05/21/2026</p>	<p>Title I Funds</p> <p>General Funds</p>	

<p>Quarterly observations using the TEM rubric will show that 85% of teachers were implementing lessons at Level 3 or above.</p> <p>Tutoring logs will show that 20% of students attending after-school tutoring showed an increase of 5% on quarterly formative assessments.</p>					
	<p>[A 2.1.2] Provide instructional support via Instructional Facilitator Instructional Facilitator will provide instructional support quarterly by coordinating new teacher mentoring and new to school on-boarding training and support; serving on the Instructional Leadership Team (ILT) (bimonthly); coordinating school ACT Prep efforts; serving as school AP Coordinator and Honors Liaison; serving as Social Studies Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams (Principal); Sallie Pendley (Instructional Facilitator)	04/30/2026	Title I Funds General Funds	
	<p>[A 2.1.3] Continue Instructional Leadership Team (ILT) work and alignment of teacher observations with Admin Content Leads. Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities. Continue school assignment of teacher observations with Admin Content Lead areas of expertise so that observers can provide rich, targeted feedback for teacher growth.</p>	Reginald Williams (Principal); Stephani Floyd (Vice Principal); Shannon Marszalek (PLC Coach); Sallie Pendley (Instructional Facilitator)	04/30/2026	Title I Funds General Funds	
	<p>[A 2.1.4] Continue weekly collaborative planning and weekly PLC work. Continue to use District Resources to reinforce shift to standards-aligned instruction monitored by Admin Content Leads. Redesign weekly Professional Learning Community (PLC) work to include opportunities for on-track plus mastery data monitoring during every meeting (DDI Cycle). Continue student work analysis (based on Leverage Leadership 2.0 model) and quarterly</p>	Shannon Marszalek (PLC Coach); Stephani Floyd (Vice Principal); Dr. LaJuan Gray (Math Coach)	05/21/2026	Title I Funds General Funds	

	Common Formative Assessment (CFA) student data analysis; both practices focus on identifying student areas of need and designing reteaching opportunities to improve student academic achievement.				
	<p>[A 2.1.5] Provide instructional support via Assistant Principals</p> <p>Assistant Principals will provide weekly instructional support by serving as Math Admin Content Lead; DEC Admin Content Lead; ESL Admin Content Lead; serving on the Instructional Leadership Team (ILT) (bimonthly); coordinating substitute teachers (daily); monitoring student attendance (quarterly); conducting formal and informal teacher observations (quarterly); individual teacher instructional coaching sessions (weekly); and school-wide Professional Development on High Impact Instructional Strategies.</p>	<p>Reginald Williams (Principal); Stephanie Floyd (Vice Principal); David Ellis (Assistant Principal); Anne Webb (Assistant Principal); Ronnie Dukes (Assistant Principal)</p>	05/21/2026	<p>Title I Funds</p> <p>General Funds</p>	
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementation**</p> <p>Quarterly New Teacher Cohort Meetings</p> <p>ILT Meetings twice a month for content support to include a Cycle of Professional Learning</p> <p>**Effectiveness**</p> <p>95% Meeting Attendance and 85% implementation of strategies learned during meetings</p>	<p>[A 2.2.1] Provide individual, content area, and school-wide professional development to improve teacher practice and classroom instruction.</p> <p>Secure equipment, materials, supplies, and support from vendors and local, regional, state and national PD opportunities to enhance classroom instruction for individual teachers, content area teams, and whole school faculty and staff.</p>	<p>Shannon L. Marszalek (PLC Coach); Stephani Floyd (Vice Principal); David Ellis (Assistant Principal); Sallie Pendley (Instructional Facilitator); Dr. LaJuan Gray (Math Coach)</p>	03/27/2026	<p>Title I Funds</p> <p>General Funds</p>	

80% standard aligned core instructional strategies implementation (twice monthly)					
	<p>[A 2.2.2] Provide professional development delivery and support via PLC Coach PLC Coach will provide professional development delivery and support by coordinating, facilitating, and conducting weekly content area Professional Learning Communities (PLC); coordinating and serving on the Instructional Leadership Team (ILT); coordinating and leading District and ILT professional learning opportunities; serving as ELA Admin Content Lead; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	Reginald Williams (Principal); Shannon Marszalek (PLC Coach)	05/21/2026	Title I Funds General Funds	
	<p>[A 2.2.3] Continue Instructional Leadership Team (ILT) quarterly Cycle of Professional Learning (CPL). Continue twice monthly Instructional Leadership Team (ILT) work comprised of ILT Learning Walks, observation data trend analysis, student work data trend analysis, and design an implementation of quarterly Cycle of Professional Learning (CPL) opportunities.</p>	Reginald Williams (Principal); Stephani Floyd (Vice Principal); Shannon Marszalek (PLC Coach); Sallie Pendley (Instructional Facilitator)	04/30/2025	Title I Funds General Funds	
	<p>[A 2.2.4] Provide opportunities for parent engagement and training (FACE). Provide monthly opportunities for parents to engage in their students' education via informational sessions and trainings on how to support mathematical skill attainment and student achievement and growth on mathematics assessments.</p>	Reginald Williams (Principal); Stephani Floyd (Vice Principal); David Ellis (Assistant Principal); Shannon L. Marszalek (PLC Coach)	04/30/2026	Title I Funds General Funds	
[S 2.3] Targeted Interventions and Personalized Learning	[A 2.3.1] Offer RTI A Tier II and Tier III courses during the instructional day.	Deborah Pruett (Interventionist)	05/21/2026	General Funds	

<p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation**</p> <p>Daily SPED and ESL Push in Support for ELA and Math courses</p> <p>Monthly Progress Monitoring data review of students' performance in targeted intervention (i-Ready)</p> <p>**Effectiveness**</p> <p>85% of SPED and ESL students show growth (3%) on School Level CFAs</p> <p>85% of students progressing with targeted intervention (monthly)</p>	<p>Students will complete an entire cycle of progress monitoring and support (weekly/quarterly) using iReady.</p>	<p>); Anne Webb (Assistant Principal)</p>		<p>SPED Funds</p>	
	<p>[A 2.3.2] Offer DEC Learning Lab for targeted skill improvement aligned with IEP goals and DEC intervention to determine eligibility during the instructional day.</p> <p>Students will complete an entire cycle of progress monitoring and support (weekly/quarterly) using iReady to address targeted skill deficits in mathematics during intervention. Students will complete an entire cycle of progress monitoring and support (weekly/quarterly) using iReady to determine eligibility during Intervention.</p>	<p>Anne Webb (Assistant Principal); Lue Newberry (EC Chair); Deborah Pruett (Interventionist); Chantal Hess Taylor (EC Teacher)</p>	<p>05/21/2026</p>	<p>EC Funds General Funds</p>	
	<p>[A 2.3.3] Offer ESL courses by WIDA/ELPA 21-ability level and ELD courses for additional language development during the instructional</p>	<p>David Ellis (Assistant Principal);</p>	<p>05/21/2026</p>	<p>ESL Funds</p>	

	<p>day. ESL courses will be offered by grade and ability level for all eligible EL students (yearly). Additionally, school will offer ELD courses which provide an additional support period for especially vulnerable EL populations within first two calendar years of entry into the US.</p>	<p>Ryan Littman (ESL Teacher); David O'Brien (ESL Teacher); Shelly Eichman (ESL Chair); Courtney Merriweather (ESL Teacher); Davida Smith Keita (ESL Teacher); Lalangie Hoskins (ESL Teacher)</p>		<p>General Funds</p>	
	<p>[A 2.3.4] Provide weekly no cost tutoring for all content areas outside of the instructional day. All teachers will offer at least forty-five minutes of tutoring for all students outside of the instructional day weekly to provide additional support to students so that he/she can attain content mastery.</p>	<p>Shannon L. Marszalek (PLC Coach); Stephani Floyd (Vice Principal); David Ellis (Assistant Principal)</p>	<p>05/21/2026</p>	<p>Title I Funds General Funds</p>	
	<p>[A 2.3.5] Continue DEC inclusion co-teaching in mathematics. DEC inclusion co-teachers will work collaboratively with mathematics content teachers weekly to design and deliver appropriate scaffolds and accommodations for SWD.</p>	<p>Anne Webb (Assistant Principal); Deborah Pruett (Interventionist); Lue Newberry (Sped Chair)</p>	<p>05/21/2026</p>	<p>Title I Funds EC Funds General Funds</p>	
	<p>[A 2.3.6] ESL push-in co-teaching in mathematics. ESL push-in co-teachers will work collaboratively with mathematics content teachers weekly to design and deliver appropriate scaffolds and accommodations for EL students.</p>	<p>Anne Webb (Assistant Principal); Shelly Eichman (ESL Chair)</p>	<p>05/21/2026</p>	<p>ESL Funds General Funds</p>	

[G 3] College and Career Readiness

By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Overton High School 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

Overton High School will increase the number of students scoring 21 or higher on the ACT from 15.9% in SY24 to 18.9% in SY26.

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>[S 3.1] Early Post-Secondary Opportunities 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>Benchmark Indicator **Implementation**</p> <p>Semester Review of Advanced Academic Course Offerings and Enrollment</p> <p>Semester Review of EPSO Courses and Enrollment</p> <p>**Effectiveness**</p> <p>3% Increase in Advanced Academic Course Offerings and/or Enrollment (each semester)</p> <p>3% Increase in EPSO Courses and/or Enrollment (each semester)</p>	<p>[A 3.1.1] Recruit and retain students for advanced coursework (Advanced Placement (AP), Statewide Dual Credit (SDC), Dual Enrollment (DE), and College and Career Technical Education (CCTE)).</p> <p>Yearly, develop and execute a comprehensive recruitment and placement/enrollment plan for advanced coursework (AP, SDC, DE) and college and career technical education (CCTE) that will include data-driven student potential identification, master schedule course offering maximization, a streamlined application process where applicable, and a robust parent event.</p>	<p>Stephani Floyd (Vice Principal); David Ellis (Assistant Principal); Sallie Pendley (Instructional Facilitator); Melanie McGuire (Grad Coach); Yushunti Green (Guidance Counselor); Mandy Day (Guidance Counselor); Travillion Jefferson (Guidance Counselor)</p>	<p>05/21/2026</p>	<p>CCTE Funds</p> <p>General Funds</p> <p>Title I Funds</p>	

	<p>[A 3.1.2] Support a rich learning environment for students. Secure equipment, materials, supplies, and support when funds are available to enhance classroom instruction according to the School Improvement Plan.</p>	<p>Shannon Marszalek (PLC Coach); Sheryl Myers (Financial Secretary); Karlnessha Riley (Media Specialist)</p>	05/21/2026	<p>Title I Funds CCTE Funds ISM Grant Funds General Funds</p>	
	<p>[A 3.1.3] Provide instructional and program support via Assistant Principals. Assistant Principals will provide instructional and program support by monitoring and managing the CCTE and Optional Schools Program for the Creative and Performing Arts (CAPA) (quarterly); coordinating school recruitment (quarterly), marketing, and communications (monthly); coordinating school special events (monthly); serving as CCTE and Fine Arts Admin Content Leads; and conducting formal and informal teacher observations and individual teacher instructional coaching sessions.</p>	<p>Reginald Williams (Principal); Ronnie Dukes (Assistant Principal); Anne Webb (Assistant Principal)</p>	05/21/2026	<p>Optional Funds General Funds CCTE Funds</p>	
<p>[S 3.2] Work-Based Learning Opportunities 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>Benchmark Indicator **Implementation**</p> <p>Semester Review of CCTE Courses and Enrollment</p> <p>Semester Review of Student Transcripts to Analyze Pathways to Support Industry Certifications</p> <p>**Effectiveness**</p> <p>3% Increase in CCTE Course Offerings and/or Enrollment (each semester)</p>	<p>[A 3.2.1] School Links Program to assist students in early high school grades with identifying interests and career expectations. Yearly, students will be guided in using School Links Program to identify post-secondary interests in order to assist them in choosing courses for their four-year plan.</p>	<p>Ronnie Dukes (Assistant Principal), Mandy Day (Guidance Counselor), Yushunti Green (Guidance Counselor), Travallion Jefferson (Guidance Counselor), Melanie McGuire (Graduation Coach)</p>	12/19/2025	<p>General Funds Title I Funds</p>	

85% of Students Enrolled in CCTE receiving Industry Certifications (each semester)					
	<p>[A 3.2.2] Work-Based Learning Program created for Audio Visual Production Level IV and Marketing Program Yearly, students in the Audio-Visual Production Program and Marketing can enroll in Audio Visual Production and Marketing Level IV Work-Based Learning course to provide real world work experience.</p>	Anne Webb (Assistant Principal); Ronnie Dukes (Assistant Principal); Melanie McGuire (Graduation Coach); Joel Valdez (CCTE Chair); Andrea Harris (CCTE Teacher)	05/21/2026	General Funds CCTE Funds ISM Grant	
	<p>[A 3.2.3] Provide opportunities for Early Post Secondary Opportunities (EPSOs), CCTE Courses (Industry Certifications), Advanced Placement Courses, and Dual Credit Courses. Quarterly, students are monitored for aptitude skills and progress to be recommended for opportunities to take EPSOs, CCTE Courses, AP Courses, and DC Courses. ESL mentoring program (weekly/monthly) focuses on EL and ESL student population.</p>	Stephani Floyd (Vice Principal), Sallie Pendley (Instructional Facilitator), Mandy Day (Guidance Counselor), Travallion Jefferson (Guidance Counselor), Melanie McGuire (Graduation Coach), Yushunti Green (Counselor), Shelly Eichman (ESL Chair)	05/21/2026	General Funds CCTE Funds ISM Grant Funds	

<p>[S 3.3] Effective Transitions (Middle to High School to Post-Secondary) ****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>Benchmark Indicator **Implementation**</p> <p>Semester Review of Transcripts to Determine Course Offerings and Educational Placement</p> <p>Semester Review of Effectiveness of Transition Programs</p> <p>**Effectiveness**</p> <p>100% of Students Enrolled in Correct Courses (each semester)</p> <p>85% Positive Feedback from Parent and Student Evaluation Survey Data (each semester)</p>	<p>[A 3.3.1] Monitor and Maintain Data Collection from Power BI Monitor and maintain data collection from Power BI for academic (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other risk factors to improve grade-level promotion and graduation rate.</p>	<p>Mandy Day (Guidance Counselor); Yushunti Green (Guidance Counselor); Melanie McGuire (Graduation Coach); Travillion Jefferson (Guidance Counselor); Latresse Noel (Guidance Counselor)</p>	<p>05/21/2026</p>	<p>General Funds Title I Funds</p>	
	<p>[A 3.3.2] Operate Student Orientations for incoming students. Yearly, design and operate a student orientation session for first-time incoming students (9th grade) to acclimate them to high school expectations for success.</p>	<p>David Ellis (Assistant Principal); Yushunti Green (Guidance Counselor); Mandy Day (Guidance Counselor); Travillion Jefferson (Guidance Counselor); Latresse Noel (Guidance Counselor)</p>	<p>07/31/2026</p>	<p>Title I Funds General Funds</p>	

	<p>[A 3.3.3] Facilitate grade, course recovery, Project Graduation and new coursework to meet on-time graduation requirements. Implement and monitor quarterly a comprehensive grade and course recovery program for all core content areas and/or graduation requirements. Additionally, where necessary, school will promote and utilize new coursework via Project Graduation to assist students with on-time graduation.</p>	Mandy Day (Guidance Counselor); Yushunti Green (Guidance Counselor); Travillion Jefferson (Guidance Counselor); Latresse Noel (Guidance Counselor); Melanie McGuire (Graduation Coach)	05/21/2026	Title I Funds General Funds	
	<p>[A 3.3.4] Provide instructional and program support via Professional School Counselors and Graduation Coaches. Professional School Counselors and Graduation Coaches will provide instructional and program support for transitioning from middle to high school and high school to post-secondary opportunities by monitoring and maintaining data from Power BI (quarterly); conducting academic counseling with all students (weekly); creating and maintaining graduation cohort trackers (quarterly); conducting transcript reviews and course counseling (yearly); and organizing and leading student and parent college and career events (monthly).</p>	Reginald Williams (Principal); Mandy Day (Guidance Counselor); Yushunti Green (Guidance Counselor); Travillion Jefferson (Guidance Counselor); Latresse Noel (Guidance Counselor); Melanie McGuire (Graduation Coach); Torsha Brown	05/21/2026	Title I Funds General Funds	

		(Graduation Coach)			
	<p>[A 3.3.5] Create and maintain grade-level graduation cohort trackers.</p> <p>Professional School Counselors will create and maintain grade-level graduation cohort trackers to monitor quarterly student academic performance (credit deficits, quarter and semester course performance), attendance, discipline/behavior, and other (special group membership) risk factors to improve grade-level promotion and graduation rate. Professional school counselors will monitor cohort membership early and often (quarterly), especially following up on students who fail to enroll for the school year and coordinating with School Records Secretary to maintain accurate and complete accounting for transfer students.</p>	<p>Mandy Day (Guidance Counselor); Yushunti Green (Guidance Counselor); Travillion Jefferson (Guidance Counselor); Latresse Noel (Guidance Counselor)</p>	06/05/2026	<p>Title I Funds</p> <p>General Funds</p>	