

Kirby High Annual Plan (2025 - 2026)

Last Modified at Aug 26, 2025 01:25 PM CDT

[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 2026, Kirby High School will improve met and exceed percentages from 15.9% in SY24 to 28.2% in SY26 for English/Language Arts (ELA) TNReady EOC assessments.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. Benchmark Indicator **Benchmark Indicator** Implementation: * ELA Formative Assessments * Weekly Informal Observation Tool and rubric * Quarterly Formal Observation Tool	[A 1.1.1] ELA Enrichment Course Select 9th and 10th grade students will be enrolled in an ELA Enrichment course in which students will focus on skills taught in their English I/II course	K. Copeland - Asst. Principal T. Fleming – English I Teacher, K. Bond – English II Teacher	05/21/2026	SBB	

Effectiveness: * ELA Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.					
	[A 1.1.2] Support rich ELA learning environments Students and teachers will be provided with additional materials, supplies, equipment and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of ED subgroup.	R. Chapman - PLC Coach K. Jefferson - I.F.	05/21/2026	Title I	
	[A 1.1.3] Differentiated Instruction - ELA Honors Course Offerings-Dual enrollment Student will be afforded the opportunity to enhance learning by enrolling in honors courses for English I, English II, English III, English IV, Additionally, Dual Enrollment courses for English have been added to the master schedule.	T. Grace-Wilson - Principal; M. Hall, K. Walker - PSCs	05/21/2026	SBB	
	[A 1.1.4] Conduct Quarterly ELA Data Meetings In order to differentiate classroom instruction to meet the instructional needs of students, we will analyze the following on a quarterly basis: Student work, School-wide data, Grade-Level Data, Teacher data Trends and gaps, and Common Formative Assessments	K. Copeland - Assistant Principal & ELA Admin, T. Fleming - English I Teacher, K. Bond - English II Teacher, G. Beasley -	05/21/2026	Title I	

		Inclusion Teacher, I. Jeffreys - ESL Teacher			
	[A 1.1.5] Conduct Weekly ELA Collaborative Planning Meetings Teachers will meet on content-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.	K. Copeland - Assistant Principal & ELA Admin, T. Fleming - English I Teacher, K. Bond - English II Teacher, G. Beasley - Inclusion Teacher, I. Jeffreys - ESL Teacher	05/21/2026	SBB	
[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. Benchmark Indicator **Benchmark Indicator** Implementation: * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes * Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes * Monthly professional development agenda and minutes Effectiveness:	[A 1.2.1] ELA Professional Learning Communities Meetings Teachers will have weekly PLC meetings in which they will discuss student work, review common formative assessments, effective and non-effective instructional strategies, and student progress. Additionally, teachers have been afforded a common planning period in the master schedule in which they can effectively plan.	K. Copeland - Assistant Principal & ELA Admin, R. Chapman - PLC Coach K. Jefferson - I.F.	05/21/2026	SBB	

* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * 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%.					
	[A 1.2.2] Complete District-Required ELA Professional Development Training The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required earn professional development hours throughout the school year. Teachers will need 64 professional learning hours for the 2025-26 school year. These hours are broken down into four components: District Learning Days, school-based, network and choice. These PD opportunities can include, but are not limited to training on understanding, interpreting and delivering ELA standards utilizing the MyPerspective curriculum.	K. Copeland - Assistant Principal & ELA Admin, ELA Teachers, SPED Inclusion Teachers	05/21/2026	SBB	
	[A 1.2.3] ELA Professional Development Teachers and staff will have the opportunity to attend district, regional, state, and national professional development in which they can acquire new skills, understand shifts in teaching methods & student learning, as well as, best practices in addressing state/common core standards. Additionally, monthly local PD will be held to examine best practices of instruction, ongoing development of new teachers, and instructional practices to address achievement	K. Copeland - Assistant Principal & ELA Admin, ELA Teachers, SPED Inclusion Teachers	05/21/2026	SBB	

	gaps within our sub-groups.				
	[A 1.2.4] Professional Development on ELA Standards Based Instruction ELA teachers will receive additional support in understanding & unpacking state standards in order to move students beyond procedural fluency with emphasis on support of B/H/NA, ED, AA, SWD, and H subgroups.	K. Copeland – Assistant Principal & ELA Admin	05/21/2026	SBB	
	[A 1.2.5] Professional Development-Co-Teaching ELA Best Practices & Instructional Strategies Inclusion Teachers will receive support in best practices and instructional strategies for working with SWD in the classroom setting.	K. Copeland – Assistant Principal & ELA Admin, R. Chapman - PLC Coach, K. Jefferson – Instructional Facilitator, Inclusion Teachers	05/21/2026	SBB	
	[A 1.2.6] Professional Development - My Access! Teachers will receive training and year long support in the My Access! platform in order to assist with enhancement of student enrichment activities	K. Copeland – Assistant Principal & ELA Admin, R. Chapman - PLC Coach, K. Jefferson – Instructional Facilitator, T. Fleming - English I Teacher, K. Bond – English II Teacher	05/21/2026	SBB	
	[A 1.2.7] Professional Development - TEM Level 1 & 2 ELA Teacher Development TEM Level 1 & 2 Teachers will receive additional training & support in improving teaching practices and strategies in an effort to improve overall TEM score and instruction.	K. Copeland – Assistant Principal & ELA Admin , R. Chapman - PLC Coach, K. Jefferson –	05/21/2026	SBB	

		Instructional Facilitator			
[S 1.3] Targeted Intervention and Personalized Learning 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. Benchmark Indicator **Benchmark Indicator** Implementation: * Bi-weekly progress monitoring data * Monthly data meeting agenda and minutes * Spring semester benchmark assessment data * Monthly fidelity checks * Bi-weekly iReady reports Effectiveness: * Bi-weekly progress monitoring data will reflect students increasing by at least 2 consecutive data points at their instructional level. * Monthly data team meetings will reflect at least 20% of students increasing one instructional level. * Progress monitoring data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Monthly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing during 2 consecutive data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.	[A 1.3.1] RTI2 ELA Intervention RTI2 Intervention classes for Reading and Math will be included in the Master Schedule. Students meeting the criteria for intervention will be scheduled based upon available roster space and with an emphasis in serving 9th and 10th grade students as a priority through use of small group and computerized instruction. Teachers, educational assistants, and interventionists will provide targeted interventions that focus on the Black, Black, Hispanic, and Native American, and Economically Disadvantaged subgroups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.	T. Grace-Wilson - Principal, K. Walker, M. Hall - PSCs, K. Copeland, J. Morrow – Assistant Principals & Content Admins, G. Williams – Graduation Coach & RTI Lead, K. Butler - English Elective Teacher & RTI Teacher	05/21/2026	SBB	
	[A 1.3.2] My Access Implementation My Access online writing analysis software will be utilized by students and teachers to continue	K. Copeland - Assistant Principal &	05/21/2026	SBB	

	progress made through its use the previous school year in narrowing the deficiencies in writing of our students. Teachers, educational assistants, and interventionists will provide targeted interventions that focus on the Black, Black, Hispanic, and Native American, and Economically Disadvantaged subgroups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.	ELA Admin, R. Chapman - PLC Coach, K. Jefferson - Instructional Facilitator, T. Fleming - English I Teacher, K. Bond - English II Teacher, MSCS District My Access Implementation & Support Team			
	[A 1.3.3] After School ELA Tutoring Student will attend after school tutoring in core subject testing areas	T. Grace-Wilson - Principal	05/21/2026	SBB	
[S 1.4] Kirby HS Leadership Council The development and implementation of the Kirby HS Leadership Council will ensure meaningful parent and community involvement in the planning, implementation, and evaluation of Title I programs which would include input from parents of Title I students, students, school administrators, teachers, and community members. Benchmark Indicator Implementation: * Collect and analyze parent survey feedback quarterly to inform Title I planning and engagement strategies * Conduct quarterly review of the Title I plan with agenda and sign in Effectiveness: * Parental meeting attendance will increase by 10% over the previous quarter, as tracked through sign-in sheets and corroborated by improved	[A 1.4.1] Leadership Council Member Selection Membership to the Leadership Council will consist of 12 members and are based upon a volunteer basis which will include representation from the following: * Principal of the school * Title I Coordinator * 2 Teachers * 1 student (11th or 12th grade) * 1 community member * 6 parents of students Members will serve from August through July with the selection of the following school year members to be select in May.	R. Chapman - PLC Coach, T. Grace-Wilson - Principal, Leadership Council Members	06/30/2026	Title I	

satisfaction scores on the quarterly parent survey * Council member participation in the school improvement planning process will increase by 25% compared to the previous quarterly, as documented in meeting attendance logs and minutes					
	[A 1.4.2] Monthly Leadership Council Meetings Monthly Leadership Council Meetings will occur every month from August through May. A summer meeting will be held the last week of June to review previous school year & begin development of improvement plan for upcoming year.	R. Chapman - PLC Coach, T. Grace-Wilson - Principal, Leadership Council Members	06/30/2026	Title I	

[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 mathematics 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, Kirby High School will improve met and exceed percentages from 3.7% in SY24 to 18.8% in SY26 for Math TNReady EOC assessments.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. Benchmark Indicator Implementation: * Math Formative Assessments * Weekly Informal Observation Tool and rubric * Quarterly Formal Observation Tool Effectiveness: * Math Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.	[A 2.1.1] Algebra I Enrichment Course Select 9th and 10th grade students will be enrolled in a Algebra I Enrichment course in which students will focus on skills taught in their Math course	J. Morrow - Asst. Principal & Math Admin, K. Edwards, S. Koranteng - Math Teachers	05/21/2026	SBB	

* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. * Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.					
	[A 2.1.2] Support rich Math learning environments Students and teachers will be provided with additional materials, supplies, equipment and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of ED subgroup.	R. Chapman - PLC Coach K. Jefferson - I.F.	05/21/2026	Title I	
	[A 2.1.3] Differentiated Instruction - Math Honors Course Offerings Student will be afforded the opportunity to enhance learning by enrolling in honors courses for Algebra I, Algebra II, & Geometry	T. Grace-Wilson - Principal; M. Hall, K. Walker - PSCs	05/21/2026	SBB	
	[A 2.1.4] Conduct Quarterly Math Data Meetings In order to differentiate classroom instruction to meet the instructional needs of students, we will analyze the following on a quarterly basis: Student work, School-wide data, Grade-Level Data, Teacher data Trends and gaps, and Common Formative Assessments	J. Morrow - Assistant Principal & Math Admin, Math, SPED Inclusion, & ESL Teachers	05/21/2026	Title I	
	[A 2.1.5] Conduct Weekly Math Collaborative Planning Meetings Teachers will meet on content-level and with the admin team to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students.	J. Morrow - Assistant Principal & Math Admin, Math, SPED Inclusion, & ESL Teachers	05/21/2026	SBB	
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional	[A 2.2.1] Math Professional Learning Communities Meetings Teachers will have weekly PLC meetings in which they will discuss student work, review common	J. Morrow - Assistant Principal & Math Admin,	05/21/2026	SBB SBB	

staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator Implementation: * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes * Weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes * Monthly professional development agenda and minutes Effectiveness: * Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. * Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * 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%.	formative assessments, effective and non-effective instructional strategies, and student progress. Additionally, teachers have been afforded a common planning period in the master schedule in which they can effectively plan.	R. Chapman - PLC Coach K. Jefferson - I.F.			
	[A 2.2.2] Complete District-Required Math Professional Development Training The district will Provide teachers with the opportunity to study, practice, and receive critical feedback requires prioritizing professional learning. All classroom teachers throughout the district are required earn professional development hours throughout the school year. Teachers will need 64 professional learning hours for the 2025-26 school year. These hours are broken down into four components: District Learning Days, school-based,	J. Morrow - Assistant Principal & Math Admin, Math Teachers, SPED Inclusion Teachers	05/21/2026	SBB	

	network and choice. These PD opportunities can include, but are not limited to training on understanding, interpreting and delivering Math standards.				
	[A 2.2.3] Math Professional Development Teachers and staff will have the opportunity to attend district, regional, state, and national professional development in which they can acquire new skills, understand shifts in teaching methods & student learning, as well as, best practices in addressing state/common core standards. Additionally, monthly local PD will be held to examine best practices of instruction, ongoing development of new teachers, and instructional practices to address achievement gaps within our sub-groups.	J. Morrow - Assistant Principal & Math Admin, Math Teachers, SPED Inclusion Teachers	05/21/2026	SBB	
	[A 2.2.4] Professional Development on Math Standards Based Instruction Math teachers will receive additional support in understanding & unpacking state standards in order to move students beyond procedural fluency with emphasis on support of B/H/NA, ED, AA, SWD, and H subgroups.	J. Morrow – Assistant Principal & Math Admin	05/21/2026	SBB	
	[A 2.2.5] Professional Development-Co-Teaching Math Best Practices & Instructional Strategies Inclusion Teachers will receive support in best practices and instructional strategies for working with SWD in the classroom setting.	J. Morrow - Assistant Principal & Math Admin, R. Chapman - PLC Coach K. Jefferson - I.F, Inclusion Teachers	05/21/2026	SBB	
	[A 2.2.6] Professional Development - IXL Teachers will receive training and year long support in the IXL platform in order to assist with enhancement of student enrichment activities	J. Morrow - Assistant Principal & Math Admin, Math Teachers, SPED Inclusion	05/21/2026	Title I	

		Teachers			
	[A 2.2.7] Professional Development - TEM Level 1 & 2 Math Teacher Development TEM Level 1 & 2 Teachers will receive additional training & support in improving teaching practices and strategies in an effort to improve overall TEM score and instruction.	J. Morrow – Assistant Principal & Math Admin , R. Chapman - PLC Coach, K. Jefferson – Instructional Facilitator	05/21/2026	SBB	
[S 2.3] Targeted Interventions and Personalized Learning 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. ** ** ** ** Benchmark Indicator Implementation: * Bi-weekly progress monitoring data * Monthly data meeting agenda and minutes * Spring semester benchmark assessment data * Monthly fidelity checks * Bi-weekly iReady reports Effectiveness: * Bi-weekly progress monitoring data will reflect students increasing by at least 2 consecutive data points at their instructional level. * Monthly data team meetings will reflect at least 20% of students increasing one instructional level. * Progress monitoring data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Monthly fidelity checks will reflect that 100% of	[A 2.3.1] RTI2 Math Intervention RTI2 Intervention classes for Reading and Math will be included in the Master Schedule. Students meeting the criteria for intervention will be scheduled based upon available roster space and with an emphasis in serving 9th and 10th grade students as a priority through use of small group and computerized instruction. Teachers, educational assistants, and interventionists will provide targeted interventions that focus on the Black, Black, Hispanic, and Native American, and Economically Disadvantaged subgroups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.	T. Grace-Wilson - Principal, K. Walker, M. Hall - PSCs, K. Copeland, J. Morrow – Assistant Principals & Content Admins, G. Williams – Graduation Coach & RTI Lead, E. Pearson - Math Teacher & RTI Teacher	05/21/2026	SBB	

teachers are implementing the RTI2 curriculum, which will result in students increasing during 2 consecutive data points during progress monitoring. * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.					
	[A 2.3.2] IXL Implementation IXL online writing analysis software will be utilized by students and teachers to continue progress made through its use the previous school year in narrowing the deficiencies in writing of our students. Teachers, educational assistants, and interventionists will provide targeted interventions that focus on the Black, Black, Hispanic, and Native American, and Economically Disadvantaged subgroups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards.	J. Morrow - Assistant Principal & Math Admin, Math Teachers, SPED Inclusion Teachers	05/21/2026	Title I	
	[A 2.3.3] After School Math Tutoring Student will attend after school tutoring in core subject testing areas	T. Grace-Wilson - Principal	05/21/2026	SBB	
[S 2.4] Kirby HS Leadership Council The development and implementation of the Kirby HS Leadership Council will ensure meaningful parent and community involvement in the planning, implementation, and evaluation of Title I programs which would include input from parents of Title I students, students, school administrators, teachers, and community members. Benchmark Indicator Implementation: * Collect and analyze parent survey feedback quarterly to inform Title I planning and engagement strategies * Conduct quarterly review of the Title I plan with agenda and sign in Effectiveness:	[A 2.4.1] Leadership Council Member Selection Membership to the Leadership Council will consist of 12 members and are based upon a volunteer basis which will include representation from the following: * Principal of the school * Title I Coordinator * 2 Teachers * 1 student (11th or 12th grade) * 1 community member * 6 parents of students Members will serve from August through July with the selection of the following school year members to be select in May.	R. Chapman - PLC Coach, T. Grace-Wilson - Principal, Leadership Council Members	06/30/2026	Title I	

* Parental meeting attendance will increase by 10% over the previous quarter, as tracked through sign-in sheets and corroborated by improved satisfaction scores on the quarterly parent survey * Council member participation in the school improvement planning process will increase by 25% compared to the previous quarterly, as documented in meeting attendance logs and minutes					
	[A 2.4.2] Monthly Leadership Council Meetings Monthly Leadership Council Meetings will occur every month from August through May. A summer meeting will be held the last week of June to review previous school year & begin development of improvement plan for upcoming year	R. Chapman - PLC Coach, T. Grace-Wilson - Principal, Leadership Council Members	06/30/2026	Title I	

[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, Kirby High School will increase the percentage of Ready Graduates from 48.1% in SY24 to 62.2% in SY26 and increase the Graduation Rate (state) from 84.2% in SY24 to 90.2% 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
[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. Benchmark Indicator Implementation: * Quarterly report cards and progress reports * Daily exit tickets * Semesterly student interest surveys Effectiveness: * Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher. * Daily exit tickets will reflect at least 85% of	[A 3.1.1] Early College Programs Identify, recruit and enroll scholars who qualify to participate in Early College programs in partnership with Bethel University, Southwest Tennessee Community College (SWTCC), and Wiley University (Marshall, TX) in an effort to obtain post-secondary college credit while enrolled in high school.	K. Walker, M. Hall - PSCs, J. Morrow - AP, Tara Grace-Wilson - Principal	05/21/2026	SBB	

students scoring 75% or higher. * As a result of semesterly student interest surveys, there will be a 10% increase in the number of students enrolled in an advanced academic course.					
	[A 3.1.2] Ready Graduate Identify students who have earned a 31 or higher on the ASVAB & 2 EPSOs, a 21+ on the ACT, 4 EPSOs, or 2 EPSOs and 1 industry certification. Counselors & Graduation Coaches will evaluate and analyze student transcripts to verify credits earned in EPSOs and/or enroll students to ensure the opportunity to earn additional EPSOs.	K. Walker, M. Hall - PSCs; G. Williams, C. Williams, Y. Houston - Graduation Coaches	05/21/2026	SBB	
[S 3.2] Career Exploration Opportunities Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, and industry certification. Benchmark Indicator Implementation: * Semesterly review of student transcripts * Semesterly review of career interest inventories Effectiveness: * Semesterly review student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%. * Semesterly review of student career interest inventories reflects 100% in master scheduling, which supports at least 75% of CCTE students mastering competencies to complete industry certifications	[A 3.2.1] College and Career Fairs Graduation Coaches will host College & Career Fairs which will include community leaders and speakers. Additionally, local and regional post-secondary institutions, trade schools, & military organizations will have the opportunity to engage students in the College/Career Corner area at Kirby High School, as well as, virtual opportunities.	K. Walker, M. Hall - PSCs; G. Williams, C. Williams, Y. Houston - Graduation Coaches	05/21/2026	SBB	
	[A 3.2.2] School Links and Workshops ** **Counseling Department will engage scholars and facilitate completion of the SchoolLinks platform. SchoolLinks is a streamlined college and	K. Walker, M. Hall - PSCs	05/21/2026	SBB	

	career readiness platform for Tennessee schools, offering intuitive tools that support students, families, and educators from middle to high school—all aligned with state CCR standards.				
	[A 3.2.3] YouScience Career Interest/Exploration Students enrolled in CTE courses will use the YouScience Career Interest Exploration to identify career pathways based on their interests and career aptitude	K. Walker, M. Hall - PSCs, Kimberly Jefferson-IF, Regina Fox, Sidney Ramson, Shondell Gordon, Kelvin Baldwin, Angel DeSquare-CTE Teachers	05/21/2026	SBB	
[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. Benchmark Indicator Implementation: * Student & Parent sign in sheets * Map of campus and room locations Effectiveness: * Review of sign in sheet will result in a minimum of 50 students participating * Map of the campus and room locations will provide the opportunity for students to familiarize themselves with the building and a decrease of 10% in tardiness for 9th graders	[A 3.3.1] Summer Middle2High Transition Parent Orientation School counselors will orchestrate parent orientation for parents of incoming 9th grade students in which parents can receive information regarding graduation requirements, establishing a strong foundation, college and career opportunities, and high school procedures.	K. Walker, M. Hall - PSCs, K. Copeland-AP,	07/24/2026	Title I	
	[A 3.3.2] Middle2High 9th Grade Summer	K. Walker, M.	07/24/2026	Title I	

	Program Kirby High School will provide the incoming 9th graders to participate in a summer orientation in which they will learn about our 9th Grade Academy and expectations, as well as, support in increase ELA and Math skills.	Hall - PSCs, K. Downs, T. Fleming, K. Edwards - 9th Grade Teachers, K. Copeland-AP			
	[A 3.3.3] National College Signing Day Kirby High School will host college signing days for Academics, Athletics, and the Arts for Senior students that have been accepted into a post-secondary institution and/or received a scholarship	K. Walker, M. Hall - PSCs, K. Copeland-AP, A. Williams- Fine Arts Teachers	05/21/2026	SBB	
	[A 3.3.4] 9th Grade Commitment Ceremony Kirby HS Freshmen on Track Academy will host a Commitment Ceremony for 9th grade students. The Ceremony will focus on encouraging students to attend school regularly, work hard academically to earn credits toward graduation and be involved in school activities. Students will also identify 3 adult supporters to assist them on their journey toward graduation.	K. Walker, M. Hall - PSCs, K. Copeland-AP	09/26/2025	SBB	
[S 3.4] ACT Preparation Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21. Benchmark Indicator Implementation: * Semesterly ACT Data * Semesterly Pre-ACT Data * Semesterly ACT Tutoring Attendance Rosters Effectiveness: * Semesterly review of ACT data will reflect a 3%	[A 3.4.1] ACT Prep courses for Selected 10th, 11th and 12th grade scholars Provide access to ACT Prep courses to selected 10th, 11th and 12th grade scholars through the Master Schedule and modified block scheduling. We will also use the School Links online software portal across all grade levels to assist in preparation for the ACT. We employ the use of our District Trained ACT school administrators to implement a school wide plan to introduce and teach ACT skills to all students across all grade levels, with the primary focus on 10th and 11th grade students.	K. Walker, M. Hall - PSCs, G. Williams, C. Williams, Y. Houston - Graduation Coaches, Jerrica Morrow-AP, Tara Grace-Wilson - Principal	05/21/2026	SBB	

increase composite test scores. * Semesterly Pre-ACT data review will reflect a 5% increase in student scores. * Semesterly ACT tutoring attendances rosters will reflect a 10% increase in the number of students in attendance.					
	[A 3.4.2] District sponsored ACT Sessions Enroll & monitor all scholars in community and District wide ACT workshops.	K. Walker, M. Hall - PSCs, Jerrica Morrow-AP, Tara Grace-Wilson - Principal	05/21/2026	SBB	
	[A 3.4.3] Support rich learning environments Students and teachers will be provided with additional materials, supplies, equipment and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of ED subgroup.	Raymond Chapman-PLC Coach, Kimberly Jefferson-IF	05/21/2026	Title I	

[G 4] Safe & Healthy Schools

Kirby High School will reduce the percentage of chronically absent students from 41.0% in SY24 to 35.0% in SY26, increase the attendance rate from 89.0% in SY24 to 95.0% in SY26, and reduce the number of student infractions from 24.3% in SY24 to 18.3% in SY26.

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
[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator Implementation: * 20-day attendance reports * 20-day behavior reports * 20-day suspension report 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.	[A 4.1.1] Attendance & Discipline Team Utilize attendance and discipline team to establish and implement behavior interventions with progress monitoring while providing student incentives and supports through the use of SEL and RTI2-B.	M. Lowery, K. Copeland, J. Morrow-APs, K. Walker, M. Hall - PSCs, J. Wherry, A. Wilkins-Behavior Specialists, M. Walker-Attendance Liaison	05/21/2026	SBB	
	[A 4.1.2] Additional support through Title I personnel	Raymond Chapman-PLC	06/30/2026	Title I	

	Title I will fund addition staffing - two behavioral specialists, assistant principal, instructional facilitator, and professional learning community coach to support student achievement, implement goals and action steps of school improvement plan, and assist with the evaluation and development of quality learning through ongoing teacher support.	Coach, Kimberly Jefferson-IF			
	[A 4.1.3] Support rich learning environments Students and teachers will be provided with additional materials, supplies, equipment and support for classroom instruction and to facilitate student learning and improve student outcomes with an emphasis on academic improvement of ED subgroup	Raymond Chapman-PLC Coach, Kimberly Jefferson-IF	05/21/2026	Title I	
[S 4.2] Professional Development 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. Benchmark Indicator Implementation: * Monthly RTI2-B data training agenda and minutes Effectiveness: * Monthly RTI2-B data teams meetings will result in a 10% decrease in student infractions.	[A 4.2.1] Social Emotional Learning PD Provide ongoing and yearlong professional development for teachers and staff with emphasis on social emotional learning and coping strategies with learning in a virtual environment during a global pandemic in addition to coping with in person learning.	M. Lowery, K. Copeland, J. Morrow-APs	05/21/2026	SBB	
[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator	[A 4.3.1] Annual Title I Meeting Kirby High School will conduct it's annual Title I meeting in which we will address the following: Policies for Family Engagement (MSCS Family Engagement Policy and Plan; School Plan) Reporting Pupil Progress Parent-Teacher Conferences Parental Involvement Requirements Availability of Parent Training District/School	Raymond Chapman-PLC Coach, Kimberly Jefferson-IF	09/30/2025	Title I	

Implementation: * Quarterly parent surveys * Quarterly parent meeting agenda and minutes * Semesterly parent-teacher conference sign-in sheets/minutes * Annual Title I Parent Meeting 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. * Annual Title I Parent Meeting will result in an increase in participation by at least 15%	Progress/School Status School Improvement Plan Opportunities for additional Parent Meetings Teacher Qualifications Parents' Right to Know Notice of Title I School Status School/Parent Compact Student Code of Conduct				
	[A 4.3.2] High School Fair Kirby HS will participate in local high school fairs in which parents and potential students, as well as, community stakeholders can learn about offerings available at Kirby High School	K. Walker, M. Hall - PSCs	05/21/2026	SBB	
	[A 4.3.3] Summer Middle2High Transition Parent Orientation Kirby High School will provide the opportunity for parents of incoming 9th graders to participate in a summer orientation in which they will learn about our 9th Grade Academy and expectations for their scholar	K. Walker, M. Hall-PSCs, K. Copeland-AP	07/24/2026	Title I	
	[A 4.3.4] Middle2High 9th Grade Summer Program Kirby High School will provide the incoming 9th graders to participate in a summer orientation in which they will learn about our 9th Grade Academy and expectations, as well as, support in increase	K. Walker, M. Hall - PSCs, K. Downs, T. Fleming, K. Edwards - 9th Grade	07/24/2026	Title I	

	ELA and Math skills	Teachers, K. Copeland-AP			
	[A 4.3.5] Provide Access to Parental Workshops Provide parents with access to academic standards, strategies, and processes to improve their child's academic success. Parents will be given information on strategies that are aligned to Common Core State Standards and Expeditionary Learning and how to access supplementary materials to use at home. Communication, implementation, and impact will be evident by: Parental Communication at least two times before the learning activity Sign-in Sheets Agendas Parental Surveys	Raymond Chapman-PLC Coach, Kimberly Jefferson-IF, K. Copeland, M. Lowery, J. Morrow-APs	05/21/2026	Title I	
[S 4.4] Kirby HS Leadership Council The development and implementation of the Kirby HS Leadership Council will ensure meaningful parent and community involvement in the planning, implementation, and evaluation of Title I programs which would include input from parents of Title I students, students, school administrators, teachers, and community members. Benchmark Indicator Implementation: * Collect and analyze parent survey feedback quarterly to inform Title I planning and engagement strategies * Conduct quarterly review of the Title I plan with agenda and sign in Effectiveness: * Parental meeting attendance will increase by 10% over the previous quarter, as tracked through sign-in sheets and corroborated by improved satisfaction scores on the quarterly parent survey * Council member participation in the school improvement planning process will increase by 25% compared to the previous quarterly, as documented in meeting attendance logs and	[A 4.4.1] Leadership Council Member Selection Membership to the Leadership Council will consist of 12 members and are based upon a volunteer basis which will include representation from the following: * Principal of the school * Title I Coordinator * 2 Teachers * 1 student (11th or 12th grade) * 1 community member * 6 parents of students Members will serve from August through July with the selection of the following school year members to be select in May.	R. Chapman - PLC Coach, T. Grace-Wilson - Principal, Leadership Council Members	06/30/2026	Title I	

minutes					
	[A 4.4.2] Monthly Leadership Council Meetings Monthly Leadership Council Meetings will occur every month from August through May. A summer meeting will be held the last week of June to review previous school year & begin development of improvement plan for upcoming year.	R. Chapman - PLC Coach, T. Grace-Wilson - Principal, Leadership Council Members	06/30/2026	Title I	