Mitchell High Annual Plan (2025 - 2026)

Last Modified at Sep 01, 2025 11:38 AM CDT

[G 1] For the 2025-2026 school year, Mitchell High School will increase its ELA TNReady proficiency by moving students who demonstrate "Meeting/Exceeding Expectations" levels from 26% (SY 24) to 35.0% (SY 25-26).
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Implentation of Standards Aligned Core Curricula Instruction Rationale --------- Mitchell High School teachers will use good first teaching, knowledge of content standards, effective planning, and delivery of instruction to align classroom instruction to performance based objectives that positively impact student achievement and support the mastery of TNReady State Standards in English Language Arts. Supporting Data ---------- Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in English Language Arts from 65.7% in the Fall 2023 to 57.5% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching	**[A 1.1.1] Analyze Student Data** Description ---------- Teachers will analyze school level formative assessment and classroom performance data using Progress Learning intervention support and tracking program, Microsoft TEAMS and various other online learning platforms/supports for blended learning from August 2025 - May 2026. Teachers will use the data to adjust instructional practices and to provide interventions that are aligned to TNReady Standards and Assessments. Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric	Crystal N. Cooper-MHS Title I PLC Coach and Marquita Y. Rice-MHS Instructional Facilitator	05/22/2026		

Expectations" level from 9% (Fall 2023) to 11.28% (Spring 2024) on the above mentioned assessments. **Benchmark Indicator** Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness ---------- * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily	and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness ---------- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				

instructional practices by 90% or better each quarter.					
	[A 1.1.2] Standards-Aligned Lesson Planning Description ---------- Mitchell High School teachers will work bi-weekly in PLCs and ILT collaborative planning sessions with administration to enhance and tailor lesson plans and receive support for lesson presentations that are aligned to TNReady State Standards in an effort to ensure academic standards are aligned with the lessons being taught and how students are assessed. Implementation ---------- * Quarterly Formative/Benchmark Assessments * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness ---------- * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at	Kelvin M. Meeks-MHS Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator	05/22/2026		

	least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 1.1.3] Supporting Rich Learning Environments Description ---------- Purchase and secure supplies, materials, equipment, and resources each quarter that support English Language Arts/Mathematics academic achievement and growth so that both students and teachers have more opportunities to engage in multiple ways and demonstrate their understanding of the TNReady standards. Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.	Kelvin M. Meeks-MHS Principal and Crystal N. Cooper, MHS Title I PLC Coach	12/30/2025		

	Effectiveness --- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 1.1.4] High Impact Instructional Strategies Description --- ELA teachers will use researched based strategies, such as, annotation and process of elimination to deliver content and create tasks that support student mastery of the content standards. Implementation --- * Quarterly Formative/Benchmark Assessments * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric	Crystal N. Cooper-MHS Title I PLC Coach and Marquita Y. Rice-MHS Instructional Facilitator	05/22/2026		

	and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness --- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
[S 1.2] Content Specific Professional Development Rationale --- Mitchell High School Administrators and ILT Lead Teachers will utilize data from formal and informal observations to focus on developing areas of needed professional development to increase student academic achievement. Provide high quality external and internal professional development opportunities for all faculty and staff.	**[A 1.2.1] TNReady Standard and Teacher Effectiveness Measure (TEM) Training Sessions** Description --- School-level and district-level coaches will collaboratively develop and implement professional development each semester, informed by teacher evaluation data. These targeted sessions will focus on aligning instructional tasks and ensuring effective implementation of the TNReady Instructional Shifts and Standards. Mitchell High	Kelvin M. Meeks-MHS Principal, Kenya N. Minor-MHS Vice Principal,Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y.	05/22/2026		

MHS Administration and Teachers will strive to create content specific professional development to ensure that all Mitchell High School classroom teachers understand and can deliver appropriate content to student learners. Supporting Data ---------- Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in English Language Arts from 65.7% in the Fall 2023 to 57.5% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 9% (Fall 2023) to 11.28% (Spring 2024) on the above mentioned assessments. **Benchmark Indicator** Implementation ---------- * Monthly professional development agenda and minutes * Quarterly Formative/Benchmark Assessments-Progress Learning * Weekly Informal Observation Tool and Supports * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. Effectiveness ----------	School will leverage resources such as district and internal coaches, ILT teams with Master Teachers, and departmental PLC meetings to support continuous improvement. During weekly PLC meetings, teachers will participate in professional development centered on a comprehensive understanding of the TNReady Standards. Additionally, “deep dive” sessions will be conducted around specific TEM indicators identified through data analysis, with the goal of reinforcing performance standards, ensuring teachers meet minimum effectiveness measures, and strengthening instructional practices aligned with district and state expectations. Implementation ---------- * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. * Quarterly Formal (TEM) and Bi-weekly Informal Observations Effectiveness ---------- * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026).	Rice-MHS Instructional Facilitator			

* Monthly PD will result in at least 95% of teachers demonstrating effective implementation of instructional practices. * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school-based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.	* Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 1.2.2] Implement Effective Instructional Research Based Literacy/Numeracy Strategies Description ---------- School-level and district-level coaches will develop and implement professional development each semester based on the results of teacher evaluation scores. The MHS administration will prepare and provide targeted collective and individual professional development sessions to assist teachers with instructional task alignment and implementation of the TNReady Instructional Shifts/Standards. Mitchell High School will use resources provided through district coaches/coaching, internal coaches/coaching, ILT teams with Master Teachers, and departmental PLC meetings. Through weekly PLC meetings, Mitchell High School will carry out professional development training that centers around deeply understanding and aptly implementing all parts of	Crystal N. Cooper-MHS Title I PLC Coach and Marquita Y. Rice-MHS Instructional Facilitator	08/30/2025		

	the TNReady Standards. Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness ---------- * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				

	[A 1.2.3] Novice Teacher Mentors Description ---------- MHS will establish a comprehensive mentoring program to support novice teachers by pairing them with experienced, highly effective mentors. Mentors will provide ongoing, job-embedded coaching, guidance, and feedback focused on instructional strategies, classroom management, assessment development, and professional growth. The program will include regular check-ins, observation cycles, and collaborative planning sessions to ensure new teachers develop confidence, refine their practice, and meet district and state performance standards. This targeted support aims to accelerate novice teachers' effectiveness, improve student outcomes, and foster a positive, collaborative school culture. Provide a stipend for lead teachers with 5 years of experience or more to mentor novice/struggling teachers. Implementation ---------- * Weekly Informal Observation Tool * Bi-weekly Coaching Logs, Meeting Agendas, and Sign In Sheets * Monthly Professional Development Presentations and Sign In Sheets-Classroom Mgmt. & Content Knowledge * Quarterly Mentoring Logs Effectiveness ---------- * Weekly informal observation tool indicates that at least 30% of teachers will move to 3 or better on TEM indicators.	Kelvin M. Meeks-MHS Principal, Kenya Minor-MHS Vice Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator	06/30/2026	TAG 5.0 SSIG 2.0	

	* Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher. * At least 30% of teachers will move their LOE score from 2 to 3 (Annually)				
	[A 1.2.4] Contracted Professional Development Services in ELA and Mathematics Description ---------- Partner with external professional development providers to deliver targeted, evidence-based training in English Language Arts (ELA) and Mathematics. These contracted services will focus on enhancing instructional practices, integrating best practices aligned with state standards, and implementing rigorous, data-driven teaching strategies. The provider-led sessions will include workshops, coaching, and follow-up support designed to strengthen teachers' content knowledge, differentiate instruction, and embed formative assessment techniques. This initiative aims to improve instructional quality in ELA and Math, increase student achievement, and ensure teachers are equipped with the latest research-based strategies to meet diverse student needs. Implementation ---------- * Schedule professional development sessions for ELA and Math teachers, providing a variety of formats (e.g., workshops, coaching, and collaborative planning). * Ensure sessions are designed to address the identified needs and incorporate best practices in pedagogy and curriculum design. * Active engagement in the PD sessions and implementation in the classroom.	Kelvin M. Meeks-MHS Principal and Crystal N. Cooper-MHS Title I PLC Coach	06/30/2026	TAG 5.0	

	Effectiveness ---------- * Collect feedback from participants through surveys and reflective discussions after each session to assess the impact on their instructional practices. * Analyze subsequent student performance data to measure the impact of the professional development on student learning in ELA and Math. * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026).				
[S 1.3] Targeted Interventions and Personalized Learning Rationale --------- Students will engage in Intervention/Literacy digital platforms to support student achievement and growth and provide academic assistance to struggling students. Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. Supporting Data ---------- Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in English Language Arts from 65.7% in the Fall 2023 to 57.5% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching	**[A 1.3.1] Additional Resources for Struggling Students** Description ---------- Mitchell High School educators and administrators will work to develop daily intervention class schedules tailored to support student's identified needs based on student formative assessment data. These intervention schedules are designed to support students in the areas of literacy and numeracy during the school day. Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * RTI2 Data Reports * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery	Kelvin M. Meeks-MHS Principal, Paula Lewis-RTI Lead Teacher, Crystal N. Cooper-MHS Title I PLC Coach	05/22/2026		

Expectations" level from 9% (Fall 2023) to 11.28% (Spring 2024) on the above mentioned assessments. **Benchmark Indicator** Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Weekly Informal Observation Tool and Supports * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness ---------- * Bi-weekly informal observation tool indicates that at least 30% of teachers move from 3 to 4 or better on TEM indicators. * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily	of standard aligned lessons to the TN Standards. Effectiveness ---------- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				

instructional practices by 90% or better each quarter.					
	[A 1.3.2] Intervention Technology Support for Struggling Students Description ---------- Mitchell High School will provide Literacy/ELA and Numeracy/Math intervention support for Tier 2 and Tier 3 students using district mandated software 3-4 days each week that will promote differentiated instruction designed to meet the student's at their current learning levels and progressively move them to grade level based on their individual learning abilities and growth. Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * RTI2 Data Reports * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. Effectiveness ---------- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Monthly school based PD sessions and weekly	Paula Lewis-RTI Lead Teacher and Crystal N. Cooper-MHS Title I PLC Coach	05/22/2026		

	professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 1.3.3] Additional Instructional Time-Extended Learning Description ---------- MHS students will be provided the opportunity for an additional direct instructional intervention with their subject area teacher 4 days a week for an hour each day through the use of Extended Learning Tutoring Programs. Implementation ---------- * Weekly Tutoring Logs * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. Effectiveness ---------- * Weekly tutoring logs will reflect at least 90% of targeted students are in attendance and will result in students scoring 80% or above on all assignments. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Formative assessment data results (Progress Learning) in ELA/Mathematics will reflect an	Kelvin M. Meeks-MHS Principal, Marquita Y. Rice-MHS Instructional Facilitator, and Crystal N. Cooper-MHS Title I PLC Coach	05/22/2026	SSIG 2.0	

	increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 1.3.4] Implement TNReady Standards and Performance Objectives Within Elective Course Instruction Description ---------- Elective subject area teachers will facilitate opportunities for students to engage in TNReady structured lessons daily that are specific to their area of expertise or paired with a cross-curricular competency. Teachers will require students to demonstrate mastery of standard objectives for subject content with TNReady requirements. This practice is done school-wide in an effort to increase student perception and understanding of TN State Standards. Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration	Kelvin M. Meeks-MHS Principal, Crystal N. Cooper, MHS Title I PLC Coach and Marquita Y. Rice, MHS Instructional Facilitator	05/22/2026		

	and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness --- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 1.3.5] Educational Assistant Description --- Recruit and hire an educational assistant to support high school ELA and math teachers to effectively improve student achievement outcomes, enhance teaching effectiveness, and foster a more inclusive and effective learning environment. Implementation --- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery	Kelvin M. Meeks-MHS Principal	06/30/2026	SSIG 2.0 TAG 5.0	

	of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness --- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025 Winter 2025, and Spring 2026). * Monthly school-based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
[S 1.4] Supporting Novice or Struggling Teachers Through Coaching/Mentoring Rationale --- PLC Coach and Instructional Facilitator will provide professional development, pedagogy, instructional support, and utilize data from formal and informal observations to focus on developing areas of needed professional development for ELA and Mathematics teachers to increase student academic achievement. Provide high quality external and internal professional development opportunities for all faculty and staff. MHS Administration and Teachers will strive to create content specific professional development to ensure that all Mitchell High School classroom teachers understand and can deliver appropriate content to student learners.	**[A 1.4.1] Novice Teacher Mentors** Description --- Establish a comprehensive mentoring program to support novice teachers by pairing them with experienced, highly effective mentors. Mentors will provide ongoing, job-embedded coaching, guidance, and feedback focused on instructional strategies, classroom management, assessment development, and professional growth. The program will include regular check-ins, observation cycles, and collaborative planning sessions to ensure new teachers develop confidence, refine their practice, and meet district and state performance standards. This targeted support aims to accelerate novice teachers' effectiveness, improve student outcomes, and foster a positive, collaborative school culture.	Kelvin M. Meeks-MHS Principal, Kenya N. Minor-MHS Vice Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator	06/30/2026	SSIG 2.0 TAG 5.0	

Supporting Data ---------- During the 2024-2025 school year, Novice/Struggling Teachers were paired with Teacher Mentors and Coaches for Academic Support in the Classroom. Novice teachers saw an increase in support for lesson delivery and student performance. Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in English Language Arts from 65.7% in the Fall 2023 to 57.5% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 9% (Fall 2023) to 11.28% (Spring 2024) on the above mentioned assessments. **Benchmark Indicator** Implementation ---------- * Bi-weekly Informal Observations * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. * Coaching Logs (Bi-weekly) Effectiveness	Implementation ---------- * Informal Observation Tool * Bi-weekly Coaching/Mentor Logs, Meeting Agendas and Sign-in Sheets * Monthly Professional Development Presentations and Sign In Sheets-Classroom Mgmt. & Content Knowledge Effectiveness ---------- * Weekly informal observation tool indicates that at least 30% of teachers will move to 3 or better on TEM indicators. * Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher. * At least 30% of teachers will move their LOE score from 2 to 3 (Annually)				

---------- * Weekly informal walkthrough data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher. * Bi-weekly lesson plan reviews will show that 100% of targeted teachers are on track with following the curriculum and overall LOE scores will reflect level 3 or higher.					

[G 2] For the 2025-2026 school year, Mitchell High School will increase its Mathematics TNReady proficiency by moving students who demonstrate "Meeting/Exceeding Expectations" levels from 10% (SY 24) to 25.0% (SY 25-26).
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Implementation of Standards Aligned Core Curricula Instruction Rationale --------- Mitchell High School teachers will use good first teaching, knowledge of content standards, effective planning, and delivery of instruction to align classroom instruction to performance based objectives that positively impact student achievement and support the mastery of TNReady State Standards in Mathematics.	**[A 2.1.1] Analyze Student Data** Description ---------- Teachers will analyze school level formative assessment and classroom performance data using Progress Learning intervention support and tracking program, Microsoft TEAMS and various other online learning platforms/supports for blended learning from August 2025 - May 2026. Teachers will use the data to adjust instructional practices and to provide interventions that are	Crystal N. Cooper-MHS Title I PLC Coach and Marquita Y. Rice-MHS Instructional Facilitator	05/22/2026		

Supporting Data ---------- Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in Mathematics from 66.3% in the Fall 2023 to 52% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 7.4% (Fall 2023) to 11.82% (Spring 2024) on the above mentioned assessments. **Benchmark Indicator** Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness ---------- * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026).	aligned to TNReady Standards and Assessments. Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness ---------- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily				

* Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.	instructional practices by 90% or better each quarter.				
	[A 2.1.2] Standards-Aligned Lesson Planning Description ---------- Mitchell High School teachers will work bi-weekly in PLCs and ILT collaborative planning sessions with administration to enhance and tailor lesson plans and receive support for lesson presentations that are aligned to TNReady State Standards in an effort to ensure academic standards are aligned with the lessons being taught and how students are assessed. Implementation ---------- * Quarterly Formative/Benchmark Assessments * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.	Kelvin M. Meeks-MHS Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator	05/22/2026		

	Effectiveness --- * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 2.1.3] Supporting Rich Learning Environments Description --- Purchase and secure supplies, materials, equipment, and resources each quarter that support English Language Arts/Mathematics academic achievement and growth so that both students and teachers have more opportunities to engage in multiple ways and demonstrate their understanding of the TNReady standards. Implementation --- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the	Kelvin M. Meeks-MHS Principal and Crystal N. Cooper-MHS Title I PLC Coach	12/30/2025	SSIG 2.0 TAG 5.0	

	identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness --- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 2.1.4] High Impact Instructional Strategies Description --- ELA teachers will use researched based strategies, such as, annotation and process of elimination to deliver content and create tasks that support	Crystal N. Cooper-MHS Title I PLC Coach and Marquita Y. Rice-MHS	05/22/2025		

	student mastery of the content standards. Implementation ---------- * Quarterly Formative/Benchmark Assessments * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness ---------- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.	Instructional Facilitator			
[S 2.2] Content Specific Professional Development	**[A 2.2.1] TNReady Standard and Teacher Effectiveness Measure (TEM) Training Sessions**	Kelvin M. Meeks-MHS	05/22/2026		

Rationale --------- Mitchell High School Administrators and ILT Lead Teachers will utilize data from formal and informal observations to focus on developing areas of needed professional development to increase student academic achievement. Provide high quality external and internal professional development opportunities for all faculty and staff. MHS Administration and Teachers will strive to create content specific professional development to ensure that all Mitchell High School classroom teachers understand and can deliver appropriate content to student learners. Supporting Data ---------- Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in Mathematics from 66.3% in the Fall 2023 to 52% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 7.4% (Fall 2023) to 11.82% (Spring 2024) on the above mentioned assessments. **Benchmark Indicator** Implementation ---------- * Monthly professional development agenda and minutes * Quarterly Formative/Benchmark Assessments-Progress Learning * Weekly Informal Observation Tool and Supports * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric	Description ---------- School-level and district-level coaches will collaboratively develop and implement professional development each semester, informed by teacher evaluation data. These targeted sessions will focus on aligning instructional tasks and ensuring effective implementation of the TNReady Instructional Shifts and Standards. Mitchell High School will leverage resources such as district and internal coaches, ILT teams with Master Teachers, and departmental PLC meetings to support continuous improvement. During weekly PLC meetings, teachers will participate in professional development centered on a comprehensive understanding of the TNReady Standards. Additionally, “deep dive” sessions will be conducted around specific TEM indicators identified through data analysis, with the goal of reinforcing performance standards, ensuring teachers meet minimum effectiveness measures, and strengthening instructional practices aligned with district and state expectations. Implementation ---------- * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. * Quarterly Formal (TEM) and Bi-weekly Informal Observations	Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator			

and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. Effectiveness --- * Monthly PD will result in at least 95% of teachers demonstrating effective implementation of instructional practices. * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Monthly school-based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.	Effectiveness --- * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 2.2.2] Implement Effective Instructional Research Based Literacy/Numeracy Strategies Description --- School-level and district-level coaches will develop and implement professional development each semester based on the results of teacher evaluation scores. The MHS administration will prepare and provide targeted collective and individual professional development sessions to assist teachers with instructional task alignment	Crystal N. Cooper-MHS Title I PLC Coach and Marquita Y. Rice-MHS Instructional Facilitator	06/30/2026		

	and implementation of the TNReady Instructional Shifts/Standards. Mitchell High School will use resources provided through district coaches/coaching, internal coaches/coaching, ILT teams with Master Teachers, and departmental PLC meetings. Through weekly PLC meetings, Mitchell High School will carry out professional development training that centers around deeply understanding and aptly implementing all parts of the TNReady Standards. Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Monthly Lesson Planning/Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness ---------- * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Weekly informal observation data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE				

	scores of 3 or higher. * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 2.2.3] Novice Teacher Mentors Description ---------- MHS will establish a comprehensive mentoring program to support novice teachers by pairing them with experienced, highly effective mentors. Mentors will provide ongoing, job-embedded coaching, guidance, and feedback focused on instructional strategies, classroom management, assessment development, and professional growth. The program will include regular check-ins, observation cycles, and collaborative planning sessions to ensure new teachers develop confidence, refine their practice, and meet district and state performance standards. This targeted support aims to accelerate novice teachers' effectiveness, improve student outcomes, and foster a positive, collaborative school culture. Provide a stipend for lead teachers with 5 years of experience or more to mentor novice/struggling teachers. Implementation ---------- * Weekly Informal Observation Tool * Bi-weekly Coaching Logs, Meeting Agendas, and Sign In Sheets * Monthly Professional Development Presentations and Sign In Sheets-Classroom Mgmt. & Content Knowledge * Quarterly Mentoring Logs	Kelvin M. Meeks-MHS Principal, Kenya Minor-MHS Vice Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS Instructional Facilitator	06/30/2026	TAG 5.0 SSIG 2.0	

	Effectiveness --- * Weekly informal observation tool indicates that at least 30% of teachers will move to 3 or better on TEM indicators. * Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher. * At least 30% of teachers will move their LOE score from 2 to 3 (Annually)				
	[A 2.2.4] Contracted Professional Development Services in ELA and Mathematics Description --- Partner with external professional development providers to deliver targeted, evidence-based training in English Language Arts (ELA) and Mathematics. These contracted services will focus on enhancing instructional practices, integrating best practices aligned with state standards, and implementing rigorous, data-driven teaching strategies. The provider-led sessions will include workshops, coaching, and follow-up support designed to strengthen teachers' content knowledge, differentiate instruction, and embed formative assessment techniques. This initiative aims to improve instructional quality in ELA and Math, increase student achievement, and ensure teachers are equipped with the latest research-based strategies to meet diverse student needs. Implementation --- * Schedule professional development sessions for ELA and Math teachers, providing a variety of formats (e.g., workshops, coaching, and	Kelvin M. Meeks-MHS Principal and Crystal N. Cooper-MHS Title I PLC Coach	06/30/2026	TAG 5.0	

	collaborative planning). * Ensure sessions are designed to address the identified needs and incorporate best practices in pedagogy and curriculum design. * Active engagement in the PD sessions and implementation in the classroom. Effectiveness --- * Collect feedback from participants through surveys and reflective discussions after each session to assess the impact on their instructional practices. * Analyze subsequent student performance data to measure the impact of the professional development on student learning in ELA and Math. * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026).				
[S 2.3] Targeted Interventions and Personalized Learning Rationale --- Students will engage in Intervention/Numerancy digital platforms to support student achievement and growth and provide academic assistance to struggling students. Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. Supporting Data ---	**[A 2.3.1] Additional Resources for Struggling Students** Description --- Mitchell High School educators and administrators will work to develop daily intervention class schedules tailored to support student's identified needs based on student formative assessment data. These intervention schedules are designed to support students in the areas of literacy and numeracy during the school day. Implementation --- * Quarterly Formative/Benchmark	Kelvin M. Meeks-MHS Principal, Paula Lewis-RTI Lead Teacher, Crystal N. Cooper-MHS Title I PLC Coach	05/22/2026		

Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in Mathematics from 66.3% in the Fall 2023 to 52% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 7.4% (Fall 2023) to 11.82% (Spring 2024) on the above mentioned assessments. **Benchmark Indicator** Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Weekly Informal Observation Tool and Supports * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness ---------- * Bi-weekly informal observation tool indicates that at least 30% of teachers move from 3 to 4 or better on TEM indicators. * Formative assessment data (Progress Learning) results will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and	Assessments-Progress Learning * RTI2 Data Reports * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. Effectiveness ---------- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				

Spring 2026). * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.					
	[A 2.3.2] Intervention Technology Support for Struggling Students Description ---------- Mitchell High School will provide Literacy/ELA and Numeracy/Math intervention support for Tier 2 and Tier 3 students using district mandated software 3-4 days each week that will promote differentiated instruction designed to meet the student's at their current learning levels and progressively move them to grade level based on their individual learning abilities and growth. Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * RTI2 Data Reports * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. Effectiveness ---------- * Formative assessment data results (Progress	Paula Lewis-RTI Lead Teacher and Crystal N. Cooper-MHS Title I PLC Coach	05/22/2026		

	Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 2.3.3] Additional Instructional Time-Extended Learning Description ---------- MHS students will be provided the opportunity for an additional direct instructional intervention with their subject area teacher 4 days a week for an hour each day through the use of Extended Learning Tutoring Programs. Implementation ---------- * Weekly Tutoring Logs * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. Effectiveness ---------- * Weekly tutoring logs will reflect at least 90% of targeted students are in attendance and will result in students scoring 80% or above on all	Kelvin M. Meeks-MHS Principal, Marquita Y. Rice-MHS Instructional Facilitator, and Crystal N. Cooper-MHS Title I PLC Coach	05/22/2026	SSIG 2.0	

	assignments. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * Formative assessment data results (Progress Learning) in ELA/Mathematics will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 2.3.4] Implement TNReady Standards and Performance Objectives Within Elective Course Instruction Description ---------- Elective subject area teachers will facilitate opportunities for students to engage in TNReady structured lessons daily that are specific to their area of expertise or paired with a cross-curricular competency. Teachers will require students to demonstrate mastery of standard objectives for subject content with TNReady requirements. This practice is done school-wide in an effort to increase student perception and understanding of TN State Standards. Implementation ---------- * Quarterly Formative/Benchmark Assessments-Progress Learning * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends	Kelvin M. Meeks-MHS Principal, Crystal N. Cooper, MHS Title I PLC Coach and Marquita Y. Rice, MHS Instructional Facilitator	05/22/2026		

	in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness --- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025, Winter 2025, and Spring 2026). * Monthly school based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
	[A 2.3.5] Educational Assistant Description --- Recruit and hire an educational assistant to support high school ELA and math teachers to effectively improve student achievement outcomes, enhance teaching effectiveness, and foster a more inclusive and effective learning environment. Implementation --- * Quarterly Formative/Benchmark Assessments-Progress Learning	Kelvin M. Meeks-MHS Principal	06/30/2026	SSIG 2.0 TAG 5.0	

	* Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies. Effectiveness --- * Formative assessment data results (Progress Learning) will reflect an increase in the percentage of students "Meeting/Exceeding Expectations" rates by 5% or higher with each Formative Assessment test administration (Fall 2025 Winter 2025, and Spring 2026). * Monthly school-based PD sessions and weekly professional learning support to provide Mitchell High School teachers with targeted training that results in building and maintaining teacher capacity around the delivery of more effective daily instructional practices by 90% or better each quarter.				
[S 2.4] Supporting Novice or Struggling Teachers Through Coaching/Mentoring Rationale --- PLC Coach and Instructional Facilitator will provide professional development, pedagogy, instructional support, and utilize data from formal and informal observations to focus on developing areas of needed professional development for ELA and Mathematics teachers to increase student academic achievement. Provide high quality external and internal professional development	**[A 2.4.1] Novice Teacher Mentors** Description --- Establish a comprehensive mentoring program to support novice teachers by pairing them with experienced, highly effective mentors. Mentors will provide ongoing, job-embedded coaching, guidance, and feedback focused on instructional strategies, classroom management, assessment development, and professional growth. The program will include regular check-ins, observation cycles, and collaborative planning sessions to	Kelvin M. Meeks-MHS Principal, Kenya N. Minor-MHS Vice Principal, Crystal N. Cooper-MHS Title I PLC Coach, and Marquita Y. Rice-MHS	06/30/2026	SSIG 2.0 TAG 5.0	

opportunities for all faculty and staff. MHS Administration and Teachers will strive to create content specific professional development to ensure that all Mitchell High School classroom teachers understand and can deliver appropriate content to student learners. Supporting Data ---------- During the 2023-2024 school year, Novice/Struggling Teachers were paired with Teacher Mentors and Coaches for Academic Support in the Classroom. Novice teachers saw an increase in support for lesson delivery and student performance. Mitchell High School observed a decrease in the percentage of students performing "Below Expectations" levels in Mathematics from 66.3% in the Fall 2023 to 52% on the Spring 2024 Mastery Connect Formative Assessments. Also noted was an increase in the percentage of students performing at the "Approaching Expectations" level from 7.4% (Fall 2023) to 11.82% (Spring 2024) on the above mentioned assessments. **Benchmark Indicator** Implementation ---------- * Bi-weekly Informal Observations * Quarterly Review of Classroom Observation Data Debriefing Document with Data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction, as well as, monitor educators delivery of standard aligned lessons to the TN Standards. * Bi-weekly Lesson Planning/PLC Collaboration and Use of Curriculum Resources to Support Instructional Practices and High Impact Strategies.	ensure new teachers develop confidence, refine their practice, and meet district and state performance standards. This targeted support aims to accelerate novice teachers' effectiveness, improve student outcomes, and foster a positive, collaborative school culture. Implementation ---------- * Informal Observation Tool * Bi-weekly Coaching/Mentor Logs, Meeting Agendas and Sign-in Sheets * Monthly Professional Development Presentations and Sign In Sheets-Classroom Mgmt. & Content Knowledge Effectiveness ---------- * Weekly informal observation tool indicates that at least 30% of teachers will move to 3 or better on TEM indicators. * Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher. * At least 30% of teachers will move their LOE score from 2 to 3 (Annually)	Instructional Facilitator			

* Coaching Logs (Bi-weekly) Effectiveness --- * Weekly informal walkthrough data will indicate at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in LOE scores of 3 or higher. * Bi-weekly coaching logs will reflect timely feedback for 100% of targeted teachers and will result in TEM observation scores of 3 or higher. * Bi-weekly lesson plan reviews will show that 100% of targeted teachers are on track with following the curriculum and overall LOE scores will reflect level 3 or higher.					

[G 3] For the 2025-2026 school year, Mitchell High School will increase its Ready Graduate Rate(75%) and ACT Average(14.3) by 10% moving to 85% and 15. 7 composite for the upcoming cohort year.

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Early Postsecondary Opportunities Rationale --- Weekly intervention for all students that is designed to bridge the gaps in academic achievement that foster graduation and long-term successes.	**[A 3.1.1] Schoolwide Mentoring Program** Description --- All members of Mitchell High School's staff (Teachers and Support Personnel) will mentor designated students throughout the	Kelvin M. Meeks-MHS Principal and Kenya N. Minor-MHS Vice Principal	06/30/2026		

Supporting Data ---------- The percentag of students meeting the ACT college benchmark increased from 1.6% during SY23 to 3.1% during SY24. Mitchell High School has seen an increase the percentage of students participating in the state wide standardized assessments (ACT). Participation rates increased by 5% in the 2024-2025 school year from 69.9% to 73%. There was also an increase in PSAT scores by 162.6 points from 647.4 to 810. **Benchmark Indicator** Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offering at Mitchell High School to ensure that students are receiving	semester/school year who are at risk of failing classes/grade levels due to frequent attendance and discipline infractions with the purpose of increasing overall student academic performance. Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offered at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post-secondary success.				

the best opportunities available with 90% fidelity for post secondary success.					
	[A 3.1.2] RTI2B Intervention and Supports Description ---------- RTI2B team works with teachers and parents/stakeholders regularly by developing partnerships that encourage regular school attendance of target and at-risk students. The Behavior Specialist works with students to The Family Engagement Specialist, along with the SMS/Attendance secretary, will call parents each quarter regarding student absences and truancy reports. Communication via SMS/SchoolMessenger will be sent to parents daily informing parents of student's absences. Quarterly PBIS Team Meetings are conducted to develop strategies and determine next steps or actions by administration and teachers to boost daily student attendance. Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students	Tonya L. Pryor-Family Engagement Specialist, Reginald Drake-Behavior Specialist, Kelvin M. Meeks-MHS Principal	05/22/2026		

	enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offered at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post-secondary success.				
	[A 3.1.3] College and Career Readiness Description ---------- Mitchell High School students will have the opportunity to participate in a range of classes (Advanced Placement, Dual Enrollment, ACT Prep, Career and Technology (CTE), Vocational, and Statewide Dual Credit) each semester during the school day that support career exploration and expectations by helping students identify career interests. Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10%	Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors and Kelvin M. Meeks-MHS Principal	05/22/2026		

	each quarter. * Quarterly review of courses offered at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post-secondary success.				
[S 3.2] Career Exploration and Work-Based Learning Opportunities: College and Career Readiness Rationale --------- Mitchell High School will utilize programs such as Statewide Dual Credit and Dual Enrollment, Honors and Advanced Placement, and academic clubs to expose and engage students in real world experiences, provoke interest, and prepare students for post secondary opportunities. Supporting Data ---------- The percentag of students meeting the ACT college benchmark increased from 1.6% during SY23 to 3.1% during SY24. Mitchell High School has seen an increase the percentage of students participating in the state wide standardized assessments (ACT). Participation rates increased by 5% in the 2024-2025 school year from 69.9% to 73%. There was also an increase in PSAT scores by 162.6 points from 647.4 to 810. **Benchmark Indicator** Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule	**[A 3.2.1] College and Career Readiness** Description ---------- Mitchell High School students will have the opportunity to participate in a range of classes (Advanced Placement, Dual Enrollment, ACT Prep, Career and Technology (CTE), Vocational, and Statewide Dual Credit) each semester during the school day that support career exploration and expectations by helping students identify career interests. Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offering at Mitchell	Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors and Kelvin M. Meeks-MHS Principal	05/22/2026		

Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.	High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.				
	[A 3.2.2] Transcript Audit and Review Description ---------- Senior counselor will review senior and junior student transcripts each semester to make sure eligible students are able/ready to matriculate to post-secondary opportunities. Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule	Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors and Kelvin M. Meeks-MHS Principal	06/30/2026		

	Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.				
[S 3.3] Effective Transitions (From Middle to High to Post-Secondary) Rationale --------- The administration and staff of Mitchell High School will set objectives with classroom guidance for all incoming ninth grade students to: display positive responsible behavior, increase attendance, increase proficiency, participate in extracurricular activities to positively impact their high school experience. Senior students will engage in opportunities to obtain post-secondary information throughout the year during the school day through the collaborative efforts of the MHS Guidance Department, college/universities, career industries, and recruiters. In addition, the MHS Guidance Department offers valuable services to students and parents in the areas of counseling and career search programs by helping students explore possibilities and determine preferences. Supporting Data ---------- The percentag of students meeting the ACT	**[A 3.3.1] Advisory Sessions** Description ---------- MHS Professional School Counselors in conjunction with the TN Advise counselor will work with students each semester to assist student exploration of career interests and learn more about post-secondary opportunities available after graduation. Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and	Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors	05/22/2026		

college benchmark increased from 1.6% during SY23 to 3.1% during SY24. Mitchell High School has seen an increase the percentage of students participating in the state wide standardized assessments (ACT). Participation rates increased by 5% in the 2024-2025 school year from 69.9% to 73%. There was also an increase in PSAT scores by 162.6 points from 647.4 to 810. **Benchmark Indicator** Implementation --- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness --- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offered at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post-secondary success.	Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offered at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post-secondary success.				

	[A 3.3.2] "Tiger" Student of the Month/Black and Gold Club Incentives Description ---------- Monthly student incentive program created to recognize students for demonstrating excellence in both academic performance, attendance, and behavior. Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offered at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post-secondary success.	Kelvin M. Meeks-MHS Administration, Tonya L. Pryor-Family Engagement Specialist, RTI2B Team, and MHS Teachers and Staff/C.L.U.B. Sponsors	05/22/2026		
[S 3.4] ACT Preparation Rationale ---------	**[A 3.4.1] ACT Prep Course Offerings** Description ----------	Kelvin M. Meeks-MHS Principal, Dr. Partricka Cole	05/22/2026		

9th through 11th grade students will have an opportunity to receive differentiated/tiered learning supports facilitated by core subject area teachers scheduled during the regular school day. Supporting Data ---------- The percentag of students meeting the ACT college benchmark increased from 1.6% during SY23 to 3.1% during SY24. Mitchell High School has seen an increase the percentage of students participating in the state wide standardized assessments (ACT). Participation rates increased by 5% in the 2024-2025 school year from 69.9% to 73%. There was also an increase in PSAT scores by 162.6 points from 647.4 to 810. **Benchmark Indicator** Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect	9th through 11th grade students will have an opportunity to participate in ACT Prep Study Courses in English, Reading, Science, and Math facilitated by core subject area teachers scheduled during the regular instructional school day. Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post-secondary success.	and Rodney Jackson-MHS Professional School Counselors			

improvement of students composite score by 10% each quarter. * Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.					
	[A 3.4.2] Academic Enrichment and Intervention Supports Description ---------- 9th through 12th grade students have an opportunity to enroll in ACT focused Academies (Saturday Workshops) beginning in the Fall in an effort to increase student composite ACT scores. Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offering at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post secondary success.	Kelvin M. Meeks-MHS Principal, Antrel D. Daniel, Graduation Coach, and Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors	08/30/2026		

[S 3.5] Student and Educational Equity Rationale --------- Equity for our students at Mitchell High School is a critical priority. Ostensibly, it represents the measure of discipline for misbehavior. High academic expectations, yes, but also strong supports. Supporting Data ---------- The percentag of students meeting the ACT college benchmark increased from 1.6% during SY23 to 3.1% during SY24. Mitchell High School has seen an increase the percentage of students participating in the state wide standardized assessments (ACT). Participation rates increased by 5% in the 2024-2025 school year from 69.9% to 73%. There was also an increase in PSAT scores by 162.6 points from 647.4 to 810. **Benchmark Indicator** Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each	**[A 3.5.1] Equitable Access and Inclusion** Description ---------- The unobstructed entrance and involvement in and full participation of ALL learners in excellent programs. Implementation ---------- * Quarterly Review of HS Transcripts/Report Cards * Quarterly Review ACT Prep Course Performance Data * Quarterly Review of Course Selection (Naviance)/Offerings/Master Schedule Effectiveness ---------- * Mitchell High School Administration and Professional School Counselors will meet each quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offered at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post-secondary success.	Ariel Jones, MHS SMS/Attendance Clerk, Kelvin M. Meeks-MHS Administration, Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors	05/30/2026	SSIG 2.0	

quarter to monitor student report card grades to ensure they reflect 80% of all students performing at 70% or better in all core subject area classes. * Data from mock ACT Assessments of students enrolled in ACT Prep courses will reflect improvement of students composite score by 10% each quarter. * Quarterly review of courses offered at Mitchell High School to ensure that students are receiving the best opportunities available with 90% fidelity for post-secondary success.					

[G 4] For the 2025-2026 school year, Mitchell High School will implore targeted incentives and promote strategies that will decrease the chronic absenteeism rates by 5%, moving from 20.5% during SY25 to 15%.

Additional Supports

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

District Turnaround Plan Goal

[G 4] CSI schools will reduce chronic absenteeism rates from approximately 30% in 2025 to approximately 25% or less in 2026 by utilizing clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavioral Intervention and Supports Rationale --------- All Mitchell High School students will be involved in targeted interventions and support programs/initiatives that address identified attendance needs or mentoring programs for young men and young women that are designed to promote strong character and solid education while addressing identified SEL behavioral needs and providing appropriate student supports.	**[A 4.1.1] Mentoring Program/School Clubs-C.L.U.B. Mitchell** Description ---------- All members of Mitchell High School's staff (Teachers and Support Personnel) will mentor designated students throughout the semester who are at risk of failing classes/grade levels due to frequent attendance and discipline infractions with the purpose of increasing overall student performance. Implementation	Kelvin M. Meeks-MHS Principal and Kenya N. Minor-MHS Vice-Principal	05/22/2026		

Supporting Data ---------- Attendance rates for Mitchell High School increased to 93.9% during the 2023-2024 school year. Chronic absenteeism rates are projected to decrease by 5% for the 2025-2026 school year. For the last three years, Mitchell High Schools suspension rate has remained under 10% and has held steady at 4.8%. Also, the suspension ratio is down from 5.3% to 4.6%. **Benchmark Indicator** Implementation ---------- * 20-day attendance and behavior reports * Attendance/Discipline Data/At Risk Students-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/behavior/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents	---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance by at least 30% and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.				

with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance by at least 30% and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.					
	[A 4.1.2] RTI2B Program and Supports Description ---------- RTI2B team works with teachers and community stakeholders regularly by developing partnerships that encourage regular school attendance. The Family Engagement Specialist, along with the SMS/Attendance secretary, will call parents each quarter regarding student absences and truancy reports. Communication via SMS/SchoolMessenger will be sent to parents daily informing parents of student's absences. Quarterly PBIS Team Meetings are conducted to develop strategies and determine next steps or actions by administration and teachers to boost daily student attendance. Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline reports * RTI2B Team Data-Biweekly Progress Monitoring	Kelvin M. Meeks-MHS Administration, Precious Chapman-Attendance/SMS Clerk, Reginald Drake-Behavior Specialist, Tonya L. Pryor-Family Engagement Specialist, MHS RTI2B Team, MHS Teachers and Support Staff	05/22/2026		

	and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance by at least 30% and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.				
	[A 4.1.3] Professional Development for Support Staff Description ---------- Ongoing district and schools discipline implementation/attendance related professional development for behavioral support staff (i.e., monitors/ behavioral specialists, teachers etc.) throughout the school year to ensure a consistent responses and interpretation district-wide/school-wide and to reduce chronic	Tonya L. Pryor-Family Engagement Specialist and MHS Support Staff	05/22/2026		

	absenteeism and excessive use of short-term OSS. Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance by at least 30% and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.				

	[A 4.1.4] Student Attendance Incentives, Recognition Programs, and Family Engagement Nights Description ---------- Provide attendance incentives for all students who reach the district's attendance goal of 95%, Develop a quarterly recognition program/20 Day recognition to incentive students to maintain and promote regular school attendance and use Data Nights and Curriculum Nights to highlight student achievements. Create school wide initiatives to address gaps in attendance and incentivize achievement of the attendance goals. Implementation ---------- * 20 Day Attendance Reports * Bi-weekly RTI2-B Data Team Progress Monitoring Reports * Sign in Sheets for Parent Engagement Nights * Attendance Award List Effectiveness ---------- * 20-day attendance reports will reflect a 10% decrease in the number of students absent from school. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.	Kelvin Meeks, MHS Principal, Crystal N. Cooper, PLC Coach and Marquita Rice, Instructional Facilitator	05/22/2026	SSIG 2.0	

	* Truancy Supports and progressive discipline supports will reflect a 5% decrease in disciplinary infractions.				
	[A 4.1.5] Attendance/Truancy Liaison Description ---------- Recruit and hire a dedicated attendance/truancy liaison/specialist to improve attendance rates and support at-risk students while addressing the significance of managing student attendance and the impact of truancy on student achievement. Implementation ---------- * Attendance Data-Use of 20 Day reports * Quarterly review of Attendance and Reports and Data Trends * RTI2B Team Data-Biweekly Progress Monitoring and Reports * Individualized plans for at-risk students to foster a sense of belonging and engagement in school-Quarterly * Implement a tracking system for attendance and truancy patterns to inform interventions-Weekly Effectiveness ---------- * Reducing student absentee incidents by 10% each 20-day reporting period. * Truancy supports and progressive discipline reflect a 5% decrease in disciplinary infractions by target students in need of additional support.-20-day reporting period * Monitor attendance records and identify students with chronic absenteeism.-Bi-Weekly * Develop and Implement intervention strategies for	Kelvin M. Meeks-MHS Principal	06/30/2026	SSIG 2.0 TAG 5.0	

	truant students and their families, including outreach and support.-Quarterly				
[S 4.2] Professional Development Support to Increase Student Academic Achievement Focusing on Attendance and Behavior Rationale --------- 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 results in improved student behavior positively impacting student achievement. Utilize data from both formal and informal observations to focus on developing areas of needed professional development to increase student academic achievement. Provide high quality external and internal professional development opportunities for all faculty and staff. MHS Administration and Teachers will strive to create content specific professional development to ensure that all Mitchell High School classroom teachers understand and can deliver appropriate content to student learners. Increase teachers' ability to deliver high quality instruction that will increase student achievement on TNReady State Standards, Formative, and Summative Assessments. Supporting Data ---------- Attendance rates for Mitchell High School increased to 93.9% during the 2023-2024 school year. Chronic absenteeism rates are projected to decrease by 10% for the 2025-2026 school year. For the last three years, Mitchell High Schools suspension rate has remained under 10% and has held steady at 4.8%. Also, the suspension	**[A 4.2.1] Professional Learning Community Collaborative Meetings** Description ---------- Teachers and administration will meet weekly to discuss and share strategies, analyze data, and design quality lessons within their content areas in an effort to streamline instructional delivery and focus school-wide. Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in	Kelvin M. Meeks-MHS Administration, Instructional Leadership Team, and MHS Teachers	05/22/2026		

percentage is down from 5.3% to 4.6%. **Benchmark Indicator** Implementation ---------- * 20-day attendance and behavior reports * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * RTI2B Team Data-Biweekly Progress Monitoring and Reports * Professional Development Agenda, Sign In Sheets, and Artifacts (Semester) Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive	monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.				

discipline supports) will reflect a 5% decrease in disciplinary infractions.					
	[A 4.2.2] Implement EffectivInstructional Research Based Literacy/Numeracy Strategies Description ---------- Teachers will work monthly in collaboration with the administration and the ILT to acquire and utilize strategies for instruction that will assist students with below proficient performance scores and successfully increase student achievement with TNReady State Standards. Teacher Training on Implementing Effective Reading/Language Arts Instructional Literacy and Numeracy Strategies and Standards/Objectives will be offered each semester. Daily use in of instructional literacy/numeracy strategies in each classroom that are designed to advance student mastery of TNReady Standards using both internal and external resources (MSCS Curriculum Resources and Supports). Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the	Kelvin M. Meeks-MHS Administration, MHS Teachers, MHS Special Education Teachers, MHS Support Staff, and Memphis-Shelby County School District Personnel	05/22/2026		

	benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.				
	[A 4.2.3] Professional Development for TNReady Standard Training Sessions Description ---------- School-level and district-level coaches will develop and implement professional development each semester based on the results of teacher evaluation scores and formative school-wide testing data. The MHS administration will prepare and provide targeted collective and individual professional development sessions to assist teachers with instructional task alignment and implementation of the TNReady Instructional Shifts/Standards. Mitchell High School will use resources provided through district coaches/coaching, internal coaches/coaching, ILT teams with Master Teachers, and departmental PLC meetings. Through weekly PLC meetings, Mitchell High School will carry out professional development training that centers around deeply	Kelvin M. Meeks-MHS Administration and Memphis-Shelby County Schools District Personnel	05/22/2026		

	understanding and aptly implementing all parts of the TNReady Standards. Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive				

	discipline supports) will reflect a 5% decrease in disciplinary infractions.				
	[A 4.2.4] National Professional Development Conferences Description ---------- In an effort to close the achievement gap, select staff members of Mitchell High School will attend out-of-state professional learning conferences during the summer of 2026 to enhance their professional knowledge around equipping all students with the cognitive, social and emotional skills they will need to thrive academically and socially. Participation in these events has proven to provide an opportunity for teachers, administrators, and other educators to gain insight about topics such as behavioral support, brain-based teaching, equity, engagement, and self-regulation. These methodologies have been proven to increase academic achievement and school culture all while positively impacting student's lives as a whole. Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the	Kelvin M. Meeks-MHS Administration and MHS Teachers and Support Staff	06/30/2026	TAG 5.0	

	benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.				
	[A 4.2.5] Professional Development for All Staff to Increase ELA and Math TN Ready Proficiency Rate Description ---------- Stipends will be provided based on teacher's completion of professional development training held each Saturday per month during the month of September facilitated by school leaders (principal, assistant principal and teachers) that attended various PD out of town sessions/conferences. Conference topics will include behavioral support, brain-based teaching, student engagement, academic standards, and student self-regulation that are proven to increase academic achievement and school culture. Implementation ----------	Crystal N. Cooper, MHS PLC Coach and Marquita Y. Rice, MHS Instructional Facilitator	09/30/2025	SSIG 2.0	

	* Professional Development Agendas, Sign In Sheets, and Artifacts (Weekly) * Common Formative Assessment Data (Monthly) * Informal Observation Walkthrough Data(Bi-Weekly) Effectiveness --- * Monthly PD will result in at least 95% of teachers demonstrating effective implementation of learned strategies. * Bi-Weekly informal observation tool indicates movement from 3 to 4 using TEM Indicators. * Progress Data from Progress Learning will increase ELA and Math Scores on CFAs by 10%.				
[S 4.3] Create Effective School and Community Partnerships to Support Academic Achievement Rationale --- In an effort to build positive goal-oriented relationships with families, Mitchell High School will effectively implore family engagement strategies that involve parents and professionals working together toward the goals established by key members. We understand that ongoing, intentional, and meaningful engagement with families leads to relationships that support children's healthy development and school readiness. Supporting Data --- Attendance rates for Mitchell High School increased to 93.9% during the 2023-2024 school year. Chronic absenteeism rates are projected to decrease by 10% for the 2025-2026 school year.	**[A 4.3.1] Annual Parent/Community Meetings** Description --- Mitchell High School will host quarterly parent meetings and activities that focus on assisting parent's understanding of state curriculum standards, assessment data, and other parental involvement activities that will allow them to better prepare students for academic success. Implementation --- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports	Kelvin M. Meeks-MHS Administration, MHS Teachers and Support Staff, Crystal N. Cooper-MHS Title I PLC Coach, and Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors	05/22/2026		

For the last three years, Mitchell High Schools suspension rate has remained under 10% and has held steady at 4.8%. Also, the suspension percentage is down from 5.3% to 4.6%. Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and	Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.				

supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.					
	[A 4.3.2] Curriculum Standards Nights Description ---------- Parents and community stakeholders will learn information and acquire strategies to increase student achievement on TNReady State Assessments. Teachers and staff will share instructional strategies with parents and community members each semester to increase student achievement on state assessments. Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:	Kelvin M. Meeks-MHS Administration and MHS Teachers and Support Staff	05/22/2026		

	* Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.				
	[A 4.3.3] Additional Personnel and Staff Description ---------- In effort to provide more support with daily operations, Mitchell High School employs additional staff members as a resource to strengthen academic programs. Mitchell High School uses a Title I PLC Coach, an Instructional Facilitator, Family Engagement Specialist, Teacher Assistants, Attendance/Truancy Liaison, ISS teacher, Behavior Specialist, and a Records Clerk. These staff members work diligently to ensure that our students and teachers are able to bolster academic performance and achievement by assisting teacher's ability to collaboratively plan lessons and provide intervention/behavior reinforcement. Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports	Kelvin M. Meeks-MHS Administration and Crystal N. Cooper-MHS Title I PLC Coach	06/30/2026		

	to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness --- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.				
[S 4.4] Academic Programs and Incentives for High Performing Students Rationale --- Research shows that a positive school climate can	**[A 4.4.1] Academic Clubs/C.L.U.B. Mitchell** Description --- High achieving Mitchell High School students have access to club memberships (National Honor	Sparkle Burchett-MHS Teachers, Crystal N. Cooper-MHS Title I PLC	05/22/2026		

improve students' academic achievement, attendance, engagement, and behavior, as well as teacher satisfaction and retention. Positive and stable relationships among staff, students, and caregivers undergird a school's climate. It's vital that ALL children feel they are known and supported in school. Supporting Data ---------- Attendance rates for Mitchell High School increased to 93.9% during the 2023-2024 school year. Chronic absenteeism rates are projected to decrease by 10% for the 2025-2026 school year. For the last three years, Mitchell High Schools suspension rate has remained under 10% and has held steady at 4.8%. Also, the suspension percentage is down from 5.3% to 4.6%. Consistency in expectations for behavior and discipline for misbehavior. High academic expectations, but also strong supports. **Benchmark Indicator** Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ----------	Society, Beta Club, ACT+, and Black and Gold Club) each semester of national significance that recognize, highlight, and support their academic success. Implementation ---------- * Attendance/Discipline Data-Use of 20 Day reports to assist in monitoring effectiveness of interventions and support measures aimed at reducing behavioral incidents and discipline infractions. * Quarterly review of Attendance and Discipline Reports * RTI2B Team Data-Biweekly Progress Monitoring and Reports Effectiveness ---------- In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB	Coach, MHS Teachers and Support Staff and Dr. Partricka Cole and Rodney Jackson-MHS Professional School Counselors			

In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: * Student attendance/discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student absentee and discipline incidents with by 10% by each 20-day reporting period. * Quarterly review of attendance and suspension rate data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance and 95% compliance of program initiatives. * Bi-weekly monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.	programs, Truancy Supports and progressive discipline supports) will reflect a 5% decrease in disciplinary infractions.				