

Manassas High Annual SIP Plan (2025 - 2026)

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

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

**Performance Measure**

\*\*Manassas will increase Language Arts Proficiency by 20% or higher. T\*\*\*\*he percentage of students meeting and/or exceeding expectations on the ELA EOC from 15.5% from year 2024-25 to 20% or higher for the 2025-26 school year.\*\*

Performance will be measured using the following tools:

District Formative Assessments

TN Ready EOC Assessment

**Root Causes**

1. Some of the root causes for why all of our goals for ELA were not met are as follows: The need for more technology for students and teacher (ex. devices, digital monitoring platforms, etc.) more assessments created in-house, teachers knowing when to remediate and/or extend student learning.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>Implementation -- Quarterly School-Wide Formative Assessments</p>	<p><b>[A 1.1.1] Instructional Materials, Supplies, Technology and Resources</b> *Provide a brief narrative of the proposed action step.*</p> <p>PLC Coach will purchase instructional supplies, software, technology (Laptops, carts, printers, charging towers, headphones, whiteboards, tablets, interactive boards.) and materials to support and enhance aggressive monitoring in the classroom and ultimately student achievement.</p> <p>The action step of increasing the use of technology</p>	<p>Eric Cooper Principal, Tierney Armour PLC Coach</p>	<p>10/01/2025</p>	<p>SSIG 2.0</p>	

<p>Weekly Informal Observations w/Tool and Rubric</p> <p>Effectiveness -- Quarterly School-Wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or higher after each assessment</p> <p>Weekly Informal Observations will indicate that at least 95% of teachers will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or higher.</p>	<p>is intended to support and increase student engagement during daily lesson plan implementation specifically in the areas of ela and math.</p> <p>As technology advances, it is imperative that our students continue to build and master the skills necessary to compete in a global society.</p> <p>Budget</p> <p>Teacher/Admin Tablet Microsoft Surface Pro 7+ Vendor CDW cost for 6 devices equals \$6120.00</p> <p>Deployment cost for Teacher/Admin Tablet Microsoft Surface Pro 7+ Vendor Broadway Typewriter Company cost for 6 devices at \$8.45 per unit equals \$50.70</p> <p>Student Laptops HP Probook 430G8 Vendor Thomas Consultants (60 laptops at \$697.84 = \$41,870.40 total)</p> <p>Deployment for laptops Vendor Broadway Typewriter Company at \$14.00 for 60 equals \$840 total</p> <p>Vendor Thomas Consultants Anywhere Cart 30 Unit 2 carts for \$688.85 equals 1377.70 total</p> <p>Deployment for laptop cart Vendor Broadway Typewriter 2 carts at \$24.50 per unit equals \$49.00 total</p> <p>Grand total equals \$50,307.80</p> <p>Vendor: CDW-G</p> <p>Item: eGlass boards: HoverCam eGlass 50"</p>				
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	percentage of students meeting and/or exceeding expectations on the EOC in ELA and Math.				
	<p><b>[A 1.1.3] Very Intelligent People (VIP) Incentive Program</b>  The Very Intelligent People (VIP) Incentive Program is open to all MHS students who show quarterly improvement in the areas of attendance, academics, and/or behavior.</p> <p>Alignment to Need – The VIP (VIP) Incentive Program seeks to encourage students who are “on the cusp” of experiencing sustained academic success. Students targeted for this incentive program are those who have a G.P.A. of 2.75 or higher, a conduct grade of S or better, attendance rates between 85% and 94%, and who have no more than 1-2 minor behavior infractions. Typically, these students do not qualify for the National Honors Society, nor are they recognized during honors programs because they don’t meet the established criteria for Honor Roll, Principals’ list, perfect attendance, or behavioral honors. The goal of the incentive program is to encourage and expand the achievement of all students, in particular, the “bubble students”, from quarter to quarter.</p>	David Taylor, Vice Principal, Tierney Armour, PLC Coach	04/10/2026		
<p><b>[S 1.2] Professional Development</b>  Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers’ pedagogy of the content, master of standard look fors, students’ skill set, and students’ proficient reading level of grade supported texts. <b>Secure a total of 6 substitute teachers for class coverage to attend daytime PD when needed.</b></p> <p><b>Benchmark Indicator</b>  Implementation -- Weekly collaborative planning agenda and minutes</p>	<p><b>[A 1.2.1] Professional Development</b>  Rationale  -----</p> <p>* Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Some of the ways in which we intend to provide professional development are:</p> <p>* Helping teacher determine how and when to extend and/or remediate student learning</p> <p>* Creating in-house assessments</p>	Tierney Armour, PLC Coach	04/10/2026		

<p>Monthly professional development agenda and minutes</p> <p><b>Substitute payroll requests</b></p> <p>Effectiveness -- Bi-weekly admin team meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</p> <p>Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</p> <p><b>[S 1.2.2] Purchase the SAGA Math Platform for students in Grades 9 – 12 Year 1</b></p> <p>This technology-enhanced model builds upon the traditional model with a maximum tutor-to-student ratio of 1:8 where half of the students work directly with the Educational Assistant while the other half completes work on the computer-assisted learning platform.</p>	<ul style="list-style-type: none"> <li>* Aggressive monitoring</li> <li>* Cornell Notetaking</li> <li>* Standards alignment</li> </ul> <p><b>5 substitutes @\$229.30 per day = \$1,146.50</b></p> <p><b>3 Post-it® Super Sticky Easel Pads, 25" x 30", 1 Pad, 30 Sheets/Pad, School Supplies for Classrooms, White @ \$24.40 = \$ 73.20</b></p> <p><b>2 Office Depot® Brand Easel Pad Flip Chart Markers, 100% Recycled Plastic Barrel, Assorted Colors, Pack Of 8 @ \$5.18 = \$10.36</b></p> <p><b>1 box BIC® Cristal® Bold Ballpoint Pens, Extra Bold Point, 1.6 mm, Translucent Smoked Barrel, Black Ink, Pack Of 24 Pens = \$3.57</b></p> <p><b>[A 1.2.2a] Math intervention is embedded in students' regular school schedules and occurs at a minimum of three times per week for a total of 90 minutes.</b></p>	<p>Eric Cooper Principal</p>	<p>07/01/2026</p>	<p>TAG 6.0</p>	
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	53 SAGA Student Licenses at \$550 each = <b>\$29,150</b>				
<b>[S 1.3] Hire a Certified Academic Interventionist for targeted support in English Language Arts</b>  Adding a Certified Academic Interventionists will provide students with additional small-group opportunities designed to address misconceptions and build reading fluency.	<b>[A.1.2.2]</b> A Certified Academic Interventionist will be hired for the 2026-27 school year. The Certified Academic Interventions will work with small groups of students, focusing on foundational skills in English and writing. Groups will be determined by analyzing weekly formative assessment data.  1 FTE Certified Academic Interventionist (Salary & Fringe Year 1) = <b>\$89,608 SY 26-27</b> 1 FTE Certified Academic Interventionist (Salary & Fringe Year 2) = <b>\$89,608 SY 27-28</b>  <b>Total = \$179,216</b>	Eric Cooper, Principal	07/28/2026	SSIG 3.0	
<b>[S 1.4] Teacher Incentive Payments</b>  Teachers and teacher types will receive a monetary incentive for reaching Level 5 Schoolwide Literacy Composite. Schoolwide Numeracy Composite or both.	<b>[A 1.3]</b> EOC Teacher, Instructional Facilitator and PLC will receive a bonus for reacher level 5 in schoolwide literacy, numeracy or both at the end of the 2026-27 school year as outlined: Instructional Facilitator = \$3,000 Professional Learning Coach = \$3,000 <u>EOC Teachers @ 7 = \$10,500</u>  <b>Total = 16,500</b>	Eric Cooper Principal	05/28/2027	TAG 6.0	
<b>[S 1.4.a]</b> Principal and Vice-Principal will receive a performance bonus for Level 5 Schoolwide Literacy Composite and/or Numeracy Composite.	Principal = \$7,000 <u>Vice Principal = \$5,000</u>  <b>Total = \$12,000</b>	Dr. Stanford Regional Superintendent	07/2027	TAG 5.0	

**[G 2] Mathematics**

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

**Performance Measure**

\*\*Math -- A 15% increase in students scoring OTM from Q1 to Q2 as measured by CFA #1 \*(benchmark)\* to CFA #2 developed by teachers and given at the end of each quarter. \*\*\*\*Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the Math EOC from 4.2% from year 2024-25 to 15% or higher in the 2025-26 school year. \*\*

Performance measures will be monitored by the following:

District Formative Assessments

TN Ready EOC Assessment

Root Causes

1. Some of the root causes for why all of our goals for Math were not met are as follows: The need for more technology for students and teacher (ex. devices, digital monitoring platforms, etc.) more assessments created in-house, teachers knowing when to remediate and/or extend student learning.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b>            Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b>            **Implementation -- Quarterly School-wide Formative Assessments, Weekly Informal Observation Tool and rubric **</p> <p>**Effectiveness -- Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better**</p>	<p><b>[A 2.1.1] Instructional Materials, Supplies, Resources, and Technology</b>            Description            -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The purchase of instructional resources, software, supplies, technology (laptops, tablets, interactive boards) to support and enhance aggressive monitoring of instructional delivery in the classroom, increase student engagement with technology, and ultimately increase student achievement.</p> <p>Increasing the use of technology is intended to support and increase student engagement during daily lesson plan implementation, specifically in the area of math.</p> <p>As technology advances, it is imperative that our students continue to build and master the skills necessary to compete in a global society.</p> <p>Implementation            -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Tierney            Armour, PLC            Coach</p>	<p>10/01/2025</p>	<p>SSIG 2.0            [\$148557.96]</p>	

	<p>* Weekly lesson plans * Daily exit tickets</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Weekly lessons 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. * Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p> <p><b>**SSIG 2.0**</b></p> <p><b>**Equipment**</b></p> <p>All-in-Learning online platform w/access to Performance Matters</p> <p>Clickers</p> <p><b>**Supplies**</b></p> <p>2 – Desktops @ 15.75 = 31.50 1 – Student Tablet @ 8.45 = 8.45</p> <p>Subtotal: 39.95</p> <p>Grand Total: \$11,176.23</p>				
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	<p>Vendor: School Specialty</p> <p>Item: Texas Instruments TI-84 Plus CE Graphing Calculator Classroom Bundle Item# 2016232</p> <p>Cost: \$7,037.99</p> <p>Qty: 1</p> <p>Shipping: \$398.21</p> <p>Total: \$7,436.20</p> <p>New Grand Total: \$18,612.43</p> <p>Budget</p> <p>Teacher/Admin Tablet Microsoft Surface Pro 7+ Vendor CDW cost for 6 devices equals \$6120.00</p> <p>Deployment cost for Teacher/Admin Tablet Microsoft Surface Pro 7+ Vendor Broadway Typewriter Company cost for 6 devices at \$8.45 per unit equals \$50.70</p> <p>Student Laptops HP Probook 430G8 Vendor Thomas Consultants (60 laptops at \$697.84 = \$41,870.40 total)</p> <p>Deployment for laptops Vendor Broadway Typewriter Company at \$14.00 for 60 equals \$840 total</p> <p>Vendor Thomas Consultants Anywhere Cart 30 Unit 2 carts for \$688.85 equals 1377.70 total</p> <p>Deployment for laptop cart Vendor Broadway Typewriter 2 carts at \$24.50 per unit equals \$49.00 total</p>				
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	<p>60 Laptops at \$700 each = \$42, 000</p> <p>60 Deployments at \$15 each = \$900</p> <p>2 Carts at \$700 each = \$1400</p> <p>2 Cart deployment at \$25 each = \$50</p> <p>6 E-Glass Boards at \$2905 each = \$12,570</p> <p>40 All-in-One Desktops at \$900 each = \$36,000</p> <p>40 Desktop deployments at each = \$680</p> <p>3 Color printer at \$500 each = \$1500</p> <p>5 Charging towers at \$355 each = \$1775 from CDW-G</p> <p>300 Headphones at \$3.61 each = \$1083 from ODP Business</p> <p>9 C-pen 2 readers at \$2780 each = \$24750 + \$100 for shipping = \$24850</p> <p>19 Mobile cart at \$1099 each = \$20881 from Lakeshore</p> <p>5 Whiteboard pack of 100 at \$35.05 each = \$175.25 from ODP Business</p> <p>22 Tripod whiteboards at \$213.35 = \$4693.70 from ODP Business</p> <p>TOTAL COST: \$148, 557.95</p>				
	<p><b>[A 2.1.2] Very Intelligent People (VIP) Incentive Program</b> Description</p>	<p>David Taylor, Vice Principal, Tierney</p>	<p>04/10/2026</p>		

	<p>The Very Intelligent People (VIP) Incentive Program is open to all MHS students who show quarterly improvement in the areas of attendance, academics, and/or behavior.</p> <p>Alignment to Need – The VIP (VIP) Incentive Program seeks to encourage students who are “on the cusp” of experiencing sustained academic success. Students targeted for this incentive program are those who have a G.P.A. of 2.75 or higher, a conduct grade of S or better, attendance rates between 85% and 94%, and who have no more than 1-2 minor behavior infractions. Typically, these students do not qualify for the National Honors Society, nor are they recognized during honors programs because they don’t meet the established criteria for Honor Roll, Principals’ list, perfect attendance, or behavioral honors. The goal of the incentive program is to encourage and expand the achievement of all students, in particular, the “bubble students”, from quarter to quarter.</p>	Armour, PLC Coach			
	<p><b>[A 2.1.3] Tiger Math Night</b> Description -----</p> <p>Teachers will share with parents school-wide literacy and math data, current classroom strategies, and engagement activities that will support the mastery of standards. Parents will gain knowledge and support from teachers to help their children/students increase achievement. The information shared will include current school-wide literacy and math data, classroom engagement strategies, and important upcoming academic activities.</p> <p>Manassas High School will increase the percentage of students meeting and/or exceeding expectations on the EOC in ELA and Math.</p>	Tierney Armour, PLC Coach	04/10/2026		

<p><b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b> Implementation -- Weekly collaborative planning agenda and minutes</p> <p>Monthly professional development agenda and minutes</p> <p>Effectiveness -- Bi-weekly admin team meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</p> <p>Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.</p>	<p><b>[A 2.2.1] Professional Development</b> Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Some of the ways in which we intend to provide professional development are:</p> <ul style="list-style-type: none"> <li>+ Helping teacher determine how and when to extend and/or remediate student learning</li> <li>+ Creating in-house assessments</li> <li>+ Aggressive monitoring</li> <li>+ Cornell Notetaking</li> <li>+ Standards alignment</li> </ul>	Eric Cooper, Principal	04/10/2026		
<p><b>[S 2.3] School Wide Partnerships</b> Manassas will enter a partnership with one of five TDOE approved Turnaround Vendors to complete a Comprehensive Needs Analysis and use this analysis to develop a clear Plan of Action that addresses the identified needs.</p>	<p><b>[A 2.2.2]</b> Manassas High will work directly with a state-identified turnaround vendor to work through the needs identified during the Comprehensive Needs Assessments.</p> <p>Year 1 Consulting Fees  <b>= \$40,000</b></p>	Eric Cooper Principal	07/28/2026	TAG 6.0	
<p><b>[S 2.4] Hire Education Assistants to support daily intervention with students falling in the bottom 30%</b>  Many students lack foundational skills needed for high school math, leading to an increase in the number of students demonstrating underperformance. By adding an Educational</p>	<p><b>[A 2.2.3]</b> Mathematics achievement is a constant challenge we face at Manassas. To ensure more of our students reach OTM in Math, Manassas will hire an Educational Assistant to support daily student math intervention using the SAGA Math Platform. These efforts will reflect incremental and long-term math gains for students in preparation for the Spring 2027 TN Ready assessments.</p>	Eric Cooper Principal	07/28/2026	SSIG 3.0	

<p>Assistant, we will be able to better support daily student math intervention which will help to better decrease student Tier 1 misconceptions which will lead to increases in student proficiency.</p>	<p>1 FTE Educational Assistant (Salary &amp; Fringe Year 1) = \$34,131  <u>1 FTE Educational Assistant (Salary &amp; Fringe Year 2) = \$34,131</u></p> <p><b>Total = \$68,262</b></p>				
<p><b>[S 2.5] Purchase the SAGA Math Platform for students in Grades 9 – 12 Year 2</b></p> <p>This technology-enhanced model builds upon the traditional model with a maximum tutor-to-student ratio of 1:8 where half of the students work directly with the Educational Assistant while the other half completes work on the computer-assisted learning platform.</p>	<p><b>[A 2.2.4]</b> Math intervention is embedded in students' regular school schedules and occurs at a minimum of three times per week for a total of 90 minutes.</p> <p>51 SAGA Student Licenses at \$550 each = <b>\$29,150</b></p> <p>Instructional Supplies – paper, student folders - \$81.28.00</p>	<p>Educational Assistant (TBD)</p>	<p>07/28/2026</p>	<p>SSIG 3.0</p>	
<p><b>[S 2.6] Instructional Materials, Supplies, Resources and Technology</b></p> <p>This technology purchase will support strategies S. 2.4 &amp; S 2.5 by providing the technology needed to provide daily math intervention to students falling in the bottom 30%.</p>	<p><b>[A 2.2.5]</b> To increase the math proficiency of our students identified in the bottom 30%, we will purchase 53 laptops to power the SAGA Math Platform with online access. Math intervention will be incorporated into the student's regular schedule at least 3 days per week.</p> <p>Vendor: Broadway Typewriter Company Inc.32 Student HP ProBook 4 G 1 Laptops at \$836.06 each = \$26,753.92  32 Deployments at \$13 each = \$416.00</p> <p><b>Total = \$ 27,169.92</b></p>	<p>Eric Cooper Principal</p>	<p>07/28/2026</p>	<p>TAG 6.0</p>	

**[G 3] College and Career Readiness/Graduation Rate**  
By Spring 2026, through the implementation of early post-secondary and work-based learning opportunities Memphis-Shelby County Schools will create a support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or careers.

**Performance Measure**  
\*\*Manassas High School will increase the 2024-25 percentage of Ready Graduate rates from 30.1% to 60% or higher. EPSOs will increase from 16.5% to 22%, the Graduation Rate will increase from 74.7% to 95% along with the ACT average Composite score which will increase from 14.7 to 19.5. Lastly, our aim is for \*\*\*\*10 or more 12th grade students scoring above 21 on the ACT.\*\*

These performance measures will be monitored by the following:

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

Root Causes

1. Blank

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Operation Ready Graduates</b>            Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p><b>Benchmark Indicator</b>            Implementation            -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Annual review of the number of AP, DE/DC and CCTE courses offered per year            * Semester review of students enrolled in each AP, DE/DC and CCTE course            * We will strive for an annual increase in the number of students testing in these courses</p> <p>Effectiveness            -----</p> <p>*How will the turnaround strategy/intervention be</p>	<p><b>[A 3.1.1] Expanding the Ready Graduate Program</b>            The purpose of this action step is to develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness based on the following:</p> <p>+ 21 or higher on the ACT            + 4 EPSOs (ex. AP, DE, DC, or Industry Certifications)            + 2 EPSOs and an Industry Certification            + 2 EPSOs and achieve a 31 or higher on the ASVAB</p> <p>The plan this year to add more opportunities through the courses we offer. This year, we have added AP Chemistry, and AP Language and Composition (Virtual). In addition, we plan to increase the number of students enrolled in courses (such as AP) as well as others which fall which fall within the category of an EPSO.</p>	<p>Zellaery Smith, PSC, Tierney Armour, PLC Coach/AP Coordinator, Marcenia Pilate, PSC</p>	<p>04/10/2026</p>		

<p>monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* By the start of the 25-26 school year, we will increase the number of AP, DE/DC and CCTE course offerings by 10% higher</p> <p>* Each year we will expand the number of Sophomores, Juniors and Seniors enrolled in these courses by 10% or higher</p> <p>* In these courses, we will increase the percentage of passing scores by 10% annually</p>					
<p><b>[S 3.2] ACT Preparation</b> Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) while enrolled in high school in order to increase students' college and career readiness.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?*</p> <p>* Targeted selection of students participating in ACT intervention(s)</p> <p>* ACT Prep courses available each semester for English, Math, Science and Reading</p> <p>* ACT tutoring options available (ex., Peer Power, or after school tutoring) throughout the year</p> <p>Effectiveness -----</p>	<p><b>[A 3.2.1] Peer Power (ACT Intervention)</b> Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>This action step is intended to provide daily ACT intervention in the areas of English, Math, Science and Reading to targeted students. In addition to our semester/quarterly ACT Bootcamps, Peer Power's targeted intervention will be open to 12 selected students based on their project ACT score between the range of 16-19. Support sessions will take place each day for one 75-minute block period.</p>	<p>Tierney Armour, PLC Coach</p>	<p>04/10/2026</p>		

<p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Semesterly review of ACT data will reflect in a 5pt increase or higher in ACT composite scores  * Semesterly review of data will reflect a 5% increase or higher in the number of students participating in tutoring  * Semesterly review of ACT data will reflect a 5% increase or higher in ACT participation</p>					
<p><b>[S 3.3] Graduation Rate</b>  Graduation Rate is integral to reflect the status of an entire high school program. It mirrors the school's overall ability to support individual students along a 4-year track, while also indicating how well a school functions academically, fiscally, systematically, etc.</p> <p><b>Benchmark Indicator</b>  Implementation  -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?*</p> <p>* A Graduation Coach will be selected to work closely with the Professional School Counselors and with students in grades 9-12 to monitor pathways and credit accumulation  * Attendance Liaison will monitor student attendance each 20 day period</p> <p>Effectiveness  -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing</p>	<p><b>[A 3.3.1] Early Graduation Option</b>  Students have the option to becoming an early graduate if they meet the credit (at least a Junior) and GPA requirements. Students will work closely with Professional School Counselors and Graduation Coach to audit transcripts to determine student readiness.</p>	<p>Zellaery Smith, PSC, Marcenia Pilate, PSC</p>	<p>04/10/2026</p>		

<p>student achievement, including the frequency?*</p> <p>* 95% of enrolled 12th grade &amp; graduating juniors on-track for graduation by December 2025</p> <p>* The Graduation Coach and Attendance Liaison will also maintain the 9 – 12 cohort list throughout quarters 1 &amp; 2.</p>					
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**[G 4] Safe and Healthy Schools**  
 Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

**Performance Measure**  
 \*\*Manassas High School will decrease the 2024-25 suspension rate percentage from 26% to 14%, the Chronic Absenteeism rate from 26% to 14%, and increase the attendance rate from 88% to 95% in the 2025-26 school year. \*\*

SART/SARB process

Insight Surveys

Student Perception Surveys

Root Causes

1. The school team has not established a process to verify student attendance is entered correctly.
2. Teachers lack training on best practices in communicating with parents and families.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Attendance and Behavior Interventions and Supports</b></p> <p>Rationale            -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>* Implement targeted interventions, initiatives, incentives and support programs that address decrease chronic absenteeism and behavioral</p>	<p><b>[A 4.1.1] Very Intelligent People</b></p> <p>The Very Intelligent People (VIP) Incentive Program is open to all MHS students who show quarterly improvement in the areas of attendance, academics, and/or behavior.</p> <p>Alignment to Need – The VIP (VIP) Incentive Program seeks to encourage students who are “on the cusp” of experiencing sustained academic success. Students targeted for this incentive program are those who have a G.P.A. of 2.75 or</p>	<p>David Taylor,            Vice Principal</p>	<p>04/10/2026</p>		

<p>needs for all students.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>* 20-day PowerBI attendance reports * 20-day PowerBI behavior reports</p> <p>Effectiveness -----</p> <p>* 20-day PowerBI attendance reports will reflect a 5% decrease or more in the number of students absent from school. * 20-day PowerBI behavior reports will reflect a 5% decrease or more in the number of student infractions.</p>	<p>higher, a conduct grade of S or better, attendance rates between 85% and 94%, and who have no more than 1-2 minor behavior infractions. Typically, these students do not qualify for the National Honors Society, nor are they recognized during honors programs because they don't meet the established criteria for Honor Roll, Principals' list, perfect attendance, or behavioral honors. The goal of the incentive program is to encourage and expand the achievement of all students, in particular, the "bubble students", from quarter to quarter.</p>				
	<p><b>[A 4.1.2] Behavior Monitoring and Attendance Reconciliation</b></p> <p>* This year's process of monitoring and reconciling attendance will reflect the following procedures:</p> <ul style="list-style-type: none"> <li>+ ILT Team Members will meet and discuss the Insight Survey results. The ILT Team will identify staff members to serve as domain leaders for each of the 16 different domains embedded in the survey</li> <li>+ Introduce staff members to the RTIB2 plan which incorporates "Restorative Practices" for students displaying trouble in classes. Train staff around these practices for additional non-exclusionary behavioral resources</li> <li>+ Attendance Liaison and Family Engagement Specialist to reach out to students reflecting as at-risk of chronic absenteeism. Also, begin the</li> </ul>	<p>David Taylor, Vice Principal</p>	<p>04/10/2026</p>		

	<p>SART/SARB process for students falling victim to chronic absenteeism</p> <ul style="list-style-type: none"> <li>+ Identify students who have been identified as “No Shows” for the 2025-26 school year and drop those students from Power School back to August 4, 2025.</li> <li>+ ILT Team Members will share their findings from the Insight Survey &amp; domains with staff members. Staff members will collaborate to elect domain leads to identify the “look fors” in school actions for staff/administration</li> <li>+ Administrative staff will engage students in bi-monthly grade level meetings which will cover student academic expectations, behavioral expectations and student incentives associated.</li> <li>+ Introduction of student club/organization opportunities on campus to help students and staff participate on a deeper level in school/community relations.</li> <li>+ Identify students who have been identified as “At Risk” of being chronically absent as of day 40 of school</li> <li>+ Staff review of current Chronic Absenteeism and suspension rates at the close of the quarter. Celebrate small wins and adjust as needed</li> <li>+ Staff meeting where all staff bring their laptops to complete the fall 2025 insight survey collaboratively with the leaders of the 16 domains</li> <li>+ Identify students who have been identified as “At Risk” of being chronically absent as of day 60 of school</li> <li>+ Identify students who have been identified as “At Risk” of being chronically absent as of day 60 of school.</li> </ul>				
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