School Plan History Log

Memphis-Shelby County Schools (792) Public District - FY 2027 - Manassas High (792-2480) Public School - School Plan - Rev 0

View All Status/Comments

Date	User	Status (S) / Comment (C)	S / C
10/30/2026 4:20:00 PM	Penny Tubbs	Status changed to 'TDOE Plan Reviewer Approved'.	S
10/30/2026 4:11:11 PM	Chrystal Burton	Status changed to 'LEA School Improvement Plan Reviewer Approved and Submitted to TDOE'.	S
10/30/2026 12:41:48 PM	Ebony Johnson	Status changed to 'School Plan Reviewer Approved'.	S
10/30/2026 12:31:49 PM	ERIC COOPER	Status changed to 'Draft Completed'.	S
10/29/2026 3:26:10 PM	TIERNEY ARMOUR	Status changed to 'Draft Started'.	S
6/22/2026 5:41:38 PM	ePlan Administrator	Status changed to 'Not Started'.	S

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Cover Page

* District Name
Memphis Schelby County Schools

* School Name
Manassas High School

* School Principal Name
Eric Cooper

* School Principal Email
coopereh@scsk12.org

Resources

Click here to open the guide.

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Identify Team

Identify all planning team members, including team member titles. Under ESSA Title I, Part A §1112(a)(1)(A), the school plan must be developed in consultation with the following stakeholders (at a minimum):

*

- teachers,
- principals,
- other school leaders,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- charter school leaders (in districts that have charter schools), and
- parents of students.

Eric Cooper, Principal

David Taylor, Vice Principal

Tierney Armour, PLC Coach

Breana Polk, Instructional Facilitator

Lonnie Gauldin, FACE Team

Kiffany Bonds-Moore, FACE Team

Gloria Wright, Attendance Liaison

Dr. Terrence Brittenum, Regional Superintendent Northwest Region

Adrienne Jewel Jones, SPED Supervisor

Joyce Mitchell, Community Partner/Alumnus

Dr. Cassandra Green, ELA Teacher

Mohammed Huzeru, Mathematics Teacher/AP Pre-Calc

Steve Ogutu, Science Teacher/AP Comp Sci

Jennifer Hobbs, Art Teacher

Dr. Thomas Perry, Band Director/Music Teacher

1st Sgt. Baron Hill, ROTC Teacher

Quentin Clay, History Teacher/AP Gov't & Politics

Darius Richardson, SPED Teacher

Anita Johnson, SPED Assistant

Daphne Gibson, Parent

Shannon Lipsey, Federal Program Advisor (Title I) - CSI

Ebony Johnson, Federal Program Advisor (Title I)

Stakeholder Involvement

* Describe how the school actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the school plan throughout the year. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process.

Members of the School Improvement Plan are current teachers, staff, students, parents, and community stakeholders of Manassas High School. The team members and stakeholders of the school improvement plan at Manassas High School, meet quarterly to review and monitor the plan and to make adjustments as needed for the success of all students, faculty and staff, and stakeholders. Members of the team provide insight on key areas identified in the school improvement plan.

Well-rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials.

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Include in the response:

*

- a detailed description of the school's vision for a well-rounded education;
- a description of the courses and opportunities (i.e.enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the school's vision;
- actions the school will take to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the school's vision
- specific local, state, and federal funding sources that support the school's efforts.

Manassas High School's mission statement for 2024-25 is as follows:

To cultivate a vibrant learning community that encourage academic excellence and service through collaboration, accountability, respect, and kindness to

continue the tradition of lifelong learning and develop responsible, global citizens.

With overall wellness as our highest priority, our vision is:

To serve the community by providing a safe environment, that promotes learning, growth, vocational, and leadership.

To collaborate with all stakeholders to ensure student academic success and well-being that is equitable.

To respect each other, our individual / collective cultures, and shared legacy of Manassas.

To maintain accountability, students and teachers take ownership of the learning by upholding high expectations for all.

To achieve academic excellence, we commit to standards-based instruction.

At MHS, we will provide an enriched and accelerated curriculum by ensuring that all teachers are trained to increase rigor and engagement in their classes via the gradual release method. and by training advanced academic teachers to meet the rigor so that our students are ACT ready. We will offer Dual Credit and Dual Enrollment to all students. Pre-AP and AP courses will also be offered to our students.

Not only will our aim be to increase the number of college-ready students through increasing advanced academics, but we will also aim for increased equitable opportunities for all students career-wise. For example, this school year we will plan to increase post-secondary opportunities for our Functional Skills students by extending opportunities for them to take the ASVAB beginning in September.

We will utilize funding resources from our school's Title I fund, grants, and our general fund. Other resources and/or funding will come from our Family Engagement/Community School Specialist, this year's Innovation Grant, as well as our MHS Alumni Association.

Disciplinary Practices

Describe the following:

*

- How the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.
- The behavioral supports available for students with disabilities and how the school ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.

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Safe, Supportive, and Healthy Environments

Describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and how the school will meet those needs. Include in the response:

*

- A detailed description of the school's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the school will implement to meet those needs.
- Specific local, state, and federal funding sources the school will utilize to provide safe, supportive, and healthy environments in schools.

Manassas High School will ensure that students have equitable access to a safe learning community and environment that promotes academic achievement, wellness, adequate instructional time, and emphasizes growth and development. For instance, this year in addition to our instructional support team which consists of our Literacy Coach, PLC Coach/Instructional Facilitator, and ILT Team, we will also have a Behavioral Specialist, two District Security Team

members, an ISS Instructor, Family Engagement Specialist, Community Schools Specialist, and a Reset Room Operator. Our Family Engagement/Community Schools Specialist will focus on making sure our students/families in need are provided with the everyday resources necessary to support and promote the well-being of our clientele. Behavior Intervention Plans will also be used for students needing additional progressive support. We will employ educational assistants to provide additional support to teachers while instructing students with special needs. We will also establish a Site-Based Decision Planning Committee which will be comprised of teachers, parents, students, admin team members, and various community supporters to help examine ways in which to improve our site.

In addition, we will utilize Title I funds as well as general funds to directly address the needs at our site. We will also use the Innovation Grant to allocate necessary funds in addition to SSIG and TAG funds. The MHS Alumni Association, in addition, will be used to help fund and coordinate events such as supply drives, homecomings, etc., and to help generate school and scholarship donations. PTO/PTA members will host regularly scheduled meetings opened to the community for discussions on improvements within the school and neighborhood. In past years, students have had limited access to devices within the building. As a result, students in grades 9-12 have been assigned individual laptops to use at home. This year due to shifts within the VEL department, we are only assigning laptops to our online students, AP, DE/DC, and our project graduation students.

Students (as well as teachers) will also have access to laptops within the classroom. Other forms of technology will be provided for teacher and student classroom use as well such as Smartboards/Promethean Boards, All-in-Ones, calculators, tablets, eGlass boards, clickers, etc..

In order to avoid any potential disarray, procedures will be implemented for distributing and returning laptops as well as for servicing them. Guidelines will be established school-wide to ensure that students will properly utilize their devices. All damaged and out of date instructional technology will be replaced so that our teachers are able to provide a variety of high-engaging learning experiences for our students.

We will continue utilizing a portion of Title I and grant funds to purchase necessary technology equipment that increases teacher and student efficiency and success such as the platforms IXL, Edmentum and All-In-Learning (clickers) all of which will allow our ELA and Math teachers to adjust, differentiate, and scaffold blended learning so that students are able to progress to Tier 1 instruction.

Integration and Effective Use of Technology in the Classroom

Describe the level of access that students have to technology as part of the instructional program and how the school ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.) Include in the response:

*

- A detailed description of the level of access students have to technology across all grade bands.
- A detailed description of how the school ensures technology is being utilized effectively by students and educators.
- A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.
- Specific local, state, and federal funding sourcesthat support the integration and effective use of technology.

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Parent and Family Engagement

Describe the barriers that exist to greater engagement by families and how the school is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities) and how is the school addressing those barriers. Include in the response:

*

- a description of the barriers that exist to greater engagement by families and how the school is addressing those barriers.
- the strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school.
- a description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).

We recognize the importance of family engagement in fostering a supportive and enriching educational environment for students. To address barriers to greater family engagement such as language barrier, lack of transportation, limited childcare, time, and communication, Manassas has implemented several strategies.

Firstly, we have established open lines of communication with families through various channels. This includes regular newsletters, weekly calls and text, email updates, and a user-friendly school website that provides important information and resources. By ensuring that our families have access to clear and consistent communication, the school aims to bridge the gap between home and school life. To make family engagement activities meaningful, we have adopted a proactive approach. We host regular parent-teacher conferences, parent meetings, where parents are encouraged to discuss their child's progress and goals. Additionally, we organize workshops and training sessions that equip parents with practical skills to support their child's academic development at home. These activities are designed to empower families and make them feel valued as partners in their child's education. To align family engagement with student academic achievement, we implement strategies that promote collaboration between teachers, families, and students. For instance, we organize academic fairs and showcase events where families can witness their child's accomplishments and progress. By involving families in these celebratory events, we highlight the importance of their support in enhancing student achievement.

In order to engage historically underserved student groups and their families, we take a culturally responsive approach. We ensure that communication

materials are available in multiple languages, making it accessible for non-English speaking families. Additionally, we collaborate with community organizations to provide additional resources and support to economically disadvantaged families. We also foster a welcoming and inclusive environment, where families from diverse backgrounds feel valued and respected. Lastly, we have a Community School Specialist here that focuses on our attendance rate. One strategy she has is to contact all the parents/guardians of the students who are chronically absent to see if there is a non-academic barrier hindering them from showing up to school. She then inputs this information into a resource data that has community resource partners contact the parents if certain resources are needed such as rental assistance, utility assistance, housing, etc.

Professional Learning for Educators

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

*

- A description of educator and school leader needs in regards to professional development and how the school determines those needs.
- A description of professional development opportunities implemented by the school to meet those needs, including opportunities that address the needs of educators in the school to teach all learners, including those with disabilities.

School leaders will routinely disaggregate school-wide data in order to determine the need for professional development. Professional development will be student-centered and based on observational and quantitative data. The intended professional development will provide training for teachers, principals, and school leaders including the alignment of standards, objectives, tasks and student engagement, and specifically, interventions that are focused on strengthening our academic programs. We will use our school ILT team to routinely help collect and analyze data on a weekly basis whether it be observational or quantitative. Administrators, ILT Team and teachers will work collectively to pinpoint, present and perfect strategies and best practices that will improve our school culture and increase academic achievement.

This year, we will purchase a year-long subscription for IXL.com. Through IXL, we will be able to utilize resources to support ELA and Math, as well as ACT (Reading, English, Math and Science). All of our staff will attend a mandatory training, and all will have access to the program. We will also provide training for the digital platform, Study Island. This resource will be primarily used to support all areas of Science. We will host professional development on 504/IEP implementation as CBD training for our faculty and staff. Also to further increase the level of achievement school-wide, we will add two new Advanced Placement (AP) courses (AP Biology and AP Language and Composition) this school year, and provide opportunities for our new AP teachers to receive training both locally and beyond.

We will also schedule professional development for the use our new eGlass boards as well as training the district's new platform, Performance Matters, which is aligned with the All-in-Learning clickers.

Educator Placement

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

*

- The process in place to review and analyze educator placement.

- Steps the school takes to address any disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

In addition to providing the necessary materials to support instruction, the strategies will provide training for teachers and parents, while also extending intervention to students through RTI2-A and RTI2-B. This will ensure that all students have equitable access to the services they need to be successful.

All students will be given the opportunity to demonstrate their level of mastery by completing scheduled formative assessments (AP students will complete AP Mock exams as well as progress checks via CollegeBoard/AP Classroom, RTI-A students will complete progress checks via iReady/Imagine, eligible 9th and 11th grade students will complete the PSAT in the Fall, ROTC students will complete the ASVAB twice in the Fall and once in the Spring, Seniors (and Juniors) will complete scheduled ACT mock exams and district exams, and lastly, students in core subjects will complete Common Formative Assessments (CFAs) each and every quarter.

We will also focus on expanding opportunities for all students to become Ready Graduates beginning in grade 9 all the way through 12. At each grade level, every student will have an opportunity to earn at least one EPSO. By the time they approach graduation, they will more than likely meet or exceed Ready Graduate status.

Identify Priorities and Root Causes

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Using provided, local, and other available data, school planners must conduct a thorough needs assessment that includes the identification of strengths and challenges, articulation of clear priorities, and identification of prior strategies that supported improvements and root causes that may have limited the gains experienced in the priority area.

Identified priorities will serve as the focus for goals for the three-year plan for the school. School planners should identify specific subgroups and other areas of need for use when tailoring the inherited goals and/or adding goals to address the school context.

School-level data has been provided through TNShare to each district. District-level planners with access to the data should provide the data file to school planning teams. Additional resources to support the school's required needs assessment include:

- School Planning Three-Year Guide
- Root Cause: Fishbone and 5 Whys Protocol

Data analysis must include the following required areas: ELA, math, college career readiness and/or ACT/SAT, graduation rate, and student attendance. Upon completion, identify the school's areas of overall and greatest need for improvement for the next 3 years.

	Prior strategies that have supported improvements	Root cause for slow or limited gains in the priority area

Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus area, grade bands, subgroups, etc. For any area required for analysis that is not identified for improvement, state the area and "No improvement identified." For example, Student attendance - No improvement identified.		
* ELA - All students grades 9-12, ELL, SWD	* Standard Aligned Core Evidence of Success: Weekly observations goal for SY25-26 was at least 95% of teachers demonstrating effective implementation of instructional strategies with a score of 3 or higher. In the SY25-26, the result was 100% of teachers demonstrating effective implementation of instructional strategies with a score of 3 or higher. Professional Development Evidence of Success: Bi-weekly team meetings monitored classroom observations that reflected at least 10% increase of teachers' effective implementation of instructional practices.	* Not enough practice with vocabulary acquisition for students, and more safe practice and lesson internalization needed for teachers
* Math - All students grades 9-12, ELL, SWD	* Standard Aligned Core Evidence of Success: Weekly observations goal for SY25-26 was at least 95% of teachers demonstrating effective implementation of instructional strategies with a score of 3 or higher. In the SY25-26, the result was 100% of teachers demonstrating effective implementation of instructional strategies with a score of 3 or higher.	* Teachers need increased opportunities to analyze data, teachers need more training in how to structure lessons that include differentiation and intervention in a 90-minute block, students need their deficits addressed through differentiated practice according to their specific performance level.

* College & Career Readiness	* ACT Preparation Evidence of Success: Semesterly review of ACT data reflected at least a 5% increase in ACT participation. For October SY 25-26, the number of student participation was 67. By March SY 25-26, the number of student participants taking the ACT increased to 83. Operation Ready Graduates Evidence of Success: Each year, we will expand the number of Sophomores, Juniors, and Seniors enrolled in these courses by 10% or higher. In the SY 25-26, we had a total of 10 EPSOs courses. For SY 26-27, we now have a total of 13 EPSO courses which means we've met our goal.	* Students need more individualized time with ACT specialists/tutors to prepare for the exam, more opportunities for students to take advantage of ACT tutoring, ACT mock exams, etc., and increased opportunities for ACT Prep teachers to receive trainings.
* Graduation Rate	* Strategy included is Operation Ready Graduates, and the evidence of success comes from semester review of students enrolled in DE/DC and CCTE courses. Another strategy is ACT Preparation. Evidence of success comes from targeted selection of students participating in ACT intervention, ACT tutoring options available during the school day.	* Strategy included is Operation Ready Graduates, and the evidence of success comes from semester review of students enrolled in DE/DC and CCTE courses. Another strategy is ACT Preparation. Evidence of success comes from targeted selection of students participating in ACT intervention, ACT tutoring options available during the school day.
* Attendance	* Attendance and Behavior Interventions and Support Evidence of Success: The goal for the 20 day PowerBi attendance reports was to reflect a 5% or more decrease in the number of students absent from school. For the 25-26 SY, the PowerBi report reflected 6% decrease in the number of students absent from school from the 20 day period #1 and 20 day period #9.	* The school does not yet have a sufficiently systematic, proactive, and consistently implemented process for identifying students at risk of chronic absenteeism and providing timely, tiered interventions, school practices do not yet consistently ensure that students in grades 9-12 experience strong adult connections, belonging, and relevance in their daily instructional experience, more mentorship is necessary for our increasing number of new teachers in order for them to learn and practice specific strategies and routines that will ensure steady classroom attendance.

Goal 1: Grade 3 ELA (Required)

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N/A The school does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

Goal 2

By May 2029, Manassas High School will increase the percentage of students who score proficient in 9-12 ELA for all students including students with disabilities in order to meet or exceed the priority/CSI exit criteria.

All Students - from 10.1% (2026) to 36.5% (2029)

SWD -from 0% (2026) to 21.2% (2029)

English I

All English I students - from 0% (2026) to 35.2% (2029)

SWD - from 0% (2026) to 21.2% (2029)

English II

All English II students - from 19% (2026) to 40% (2029)

SWD - from 0% (2026) to 21.2% (2029)

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* ELA -- 10.1% (2026) to 21.2% (2027) for all students; 0% (2026) to 7% (2027) for SWD English I - from 0% (2026) to (2027) 21.2% for all students; from 0% (2026) to 7% (2027) for SWD English II - from 19% (2026) to 26% (2027); from 0% (2026) to 7% (2027) for SWD	* TN Ready
2027-28	* 21.2% (2027) to 28.2% (2028) for all students; 7% (2027) to 14% (2028) for SWD English I - from 21.2% (2027) to 28.2% (2028); from 7% (2027) to 14% (2028) for SWD English II - from 26% (2027) to 33% (2028); from 7% (2027) to 14% (2028) for SWD	* TN Ready

2028-29	* 28.2% (2028) to 36.5% (2029) for all students; 14% (2028) to 22% (2029) for SWD English I - from 28.2% (2028) to 35.2% (2029); from 14% (2028) to 22% (2029) for SWD English II - from 33% (2028) to 40% (2029); from 14% (2028) to 22% (2029)	* TN Ready

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable**	**Other funding source and amount, if applicable**
I Strategy 1 - Implementation of standards aligned curricula Action Step 1 - Professional development will address school-wide needs identified based on curriculum maps, classroom data, teacher surveys, and routine walkthroughs and observations, with an emphasis on planning differentiated lessons and providing targeted interventions within a 90-minute instructional block. Action Step 2 - Teachers will use the MSCS curriculum maps daily to outline lesson modules that support all students in mastering skills (ex., Vocabulary acquisition, etc.) and standards that align to the state standards. Action Step 3 -- Performance-Based Incentive -- ELA Teachers will receive a bonus for reaching TVAAS/LOE level 5 in schoolwide Literacy	Implementation Quarterly school-wide formative assessments Weekly informal observations w/IPG Tool and Rubric Semesterly formal/informal observations via TEM Rubric Effectiveness Quarterly school-wide formative assessments will reflect a 5% increase in the number of students scoring 80% or higher after each assessment Weekly informal observations will indicate that at least 67% of ELA teachers will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or higher Semesterly formal/informal observations will indicate that at least 67% of ELA teachers will demonstrate effective implementation of the instructional practices identified in the TEM rubric resulting in effectiveness scores of 3 or higher	$	SSIG 3.0 -- Substitutes for Professional Development Supplies Grand Total = $1,245.82 TAG 6.0 -- EOC Teachers Incentives = $10,500, Instructional Facilitator Incentive = $3,000, PLC Coach Incentive = $3,000 Grand Total = $16,500 TAG 5.0 -- Principal Incentive = $7000, Vice Principal Incentive = $5,000 Grand Total = $12,000 SSIG 3.0 -- Substitutes for Professional Development Supplies Grand Total = $1,2WOC 45.82 TAG 6.0 -- EOC Teachers Incentives = $10,500, Instructional Facilitator Incentive = $3,000, PLC Coach Incentive = $3,000 Grand Total = $16,500 TAG 5.0 -- Principal Incentive = $7000, Vice Principal Incentive = $5,000 Grand Total = $12,000

Strategy 2 - Provide support to ensure that an effective instructional model is implemented Action Step 1 - School leaders, teachers, and other instructional staff will engage in collaborative coaching sessions during ongoing professional development that focuses on helping teachers determine how and when to extend and/or remediate student learning, creating in-house assessments, aggressive monitoring, vocabulary acquisition, Cornell Notetaking, standards alignment, etc. Action Step 2 - Teachers will meet weekly in PLCs to collaborate, internalize lesson plans, perform safe practice, and collect data as a method to inform instructional decisions, and to plan lessons that are aligned to the state academic standards. Action Step 3 - RTI International will conduct a comprehensive needs analysis to develop a clear plan of action to help support school leaders.	Implementation Weekly informal observations w/IPG Tool and rubric Semesterly formal/informal observations via TEM rubric Effectiveness Weekly informal observations will indicate that at least 67% of ELA teachers will demonstrate effective implementation of the instructional practices identified in the IPG Walkthrough Tool resulting in effectiveness scores of 3 or higher Semesterly formal/informal observations will indicate that at least 67% of ELA teachers will demonstrate effective implementation of the instructional practices identified in the TEM rubric resulting in effectiveness scores of 3 or higher	$	SSIG 3.0 -- Substitutes for Professional Development Supplies Grand Total = $1,245.82 TAG 6.0 -- RTI International Comprehensive Needs Assessment and Custom Coaching Grand Total = $47,350.00
Strategy 3 - Provide additional support for students who are failing to make academic progress. Action Step 1 - After School Tutoring - Provide after school tutoring for all students who identify as needing additional academic support. Action Step 2 - Academic Interventionist (Ed Assistant) will use iReady to work with Tier 3 students on improving their ELA performance and focus on foundational writing skills during their scheduled intervention period during the school day Action Step 3 - Teachers will use IXL daily to provide all students at least 30 minutes of academic intervention to help refine and extend student learning	Implementation Quarterly School-Wide Formative Assessments Quarterly iReady reports Quarterly IXL data reports Effectiveness Quarterly school-wide formative assessments will reflect a 5% increase in the number of students scoring 80% or higher after each assessment Quarterly iReady reports will need to show a 5% (or higher) increase in grade level performance in Reading Quarterly IXL data reports will show 80% of ELA students performing at 80% or higher	$	SSIG 3.0 -- Salary + Benefits for 2 years Grand Total = $179,203.82

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Goal 3

By May 2029, Manassas High School will increase the percentage of students who score proficient in 9-12 Math for all students including students with disabilities in order to meet or exceed the priority/CSI exit criteria.

All Students - from 20.5 (2026) to 41.5% (2029)

SWD -from 27.6% (2026) to 48.6% (2029)

Algebra I

All Algebra I students - from 18.4% (2026) to 39.4% (2029)

SWD - from 12.5% (2026) to 33.5% (2029)

Algebra II

All Algebra II students - from 20.2% (2026) to 41.2% 2029

SWD - from 42.9% (2026) to 63% (2029)

Geometry

All Geometry students - from 22.6% (2026) to 43.6% 2029

SWD - from 14.3% (2026) to 35.3% (2029)

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* Math - 20.5% (2026) to 27.2% (2027) for all students; 27.6% (2026) to 34.6% (2027) for SWD Algebra I - from 18.4% (2026) to 25.4% (2027); from 12.5% (2026) to 19.5% (2027) for SWD Algebra II- from 20.2% (2026) to 27.2% (2027) from 42.9% (2026) to 54.5% (2027) for SWD Geometry -- from 22.6% (2026) to 29.6% (2027); from 14.3% (2026) to 21.3% (2027)	* TN Ready

2027-28	* 21.2% to 28.2% for all students; 34.6% to 41.6% for SWD Algebra I -- from 25.4% (2027) to 32.4% (2028); from 19.5% (2027) to 26.5% for SWD Algebra II - from 27.2% (2027) to 34.2% (2028); from 54.5% (2027) to 61.5% (2028) for SWD Geometry - from 22.6% (2027) to 36.6% (2028); from 21.3% (2027) to 28.3% (2028) for SWD	* TN Ready
2028-29	* 28.2% (2028) for all students to 35.2% (2029); from 41.6% (2028) to 48.6% (2029) for SWD Algebra I - from 32.4% (2028) to 39.4% (2029); from 26.5% (2028) to 33.5% (2029) for SWD Algebra II - from 34.2% (2028) to 41.2% (2029); from 61.5% (2028) to 63% (2029) for SWD Geometry - from 36.6% (2028) to 43.6% (2029); from 28.3% (2028) to 35.3 (2029) for SWD	* TN Ready

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable**	**Other funding source and amount, if applicable**
Strategy 1 -- Implementation of standards aligned curricula Action Step 1 - Teachers will use the MSCS curriculum maps daily to outline lesson modules that support all students in mastering skills Ex., Mathematical reasoning and concepts as well as problem-solving, etc.) and standards that align to the state standards Action Step 2 -- Performance-Based Incentive -- Math Teachers will receive a bonus for reaching TVAAS/LOE level 5 in schoolwide Numeracy Action Step 3 - Professional development will address school-wide needs identified based on curriculum maps, classroom data, teacher surveys, and routine walkthroughs and observations, with an emphasis on planning differentiated lessons and providing targeted interventions within a 90-minute instructional block.	Implementation Quarterly school-wide formative assessments Weekly informal observations w/IPG Tool and rubric Semesterly formal/informal observations via TEM Rubric Effectiveness Quarterly school-wide formative assessments will reflect a 5% increase in the number of students scoring 80% or higher after each assessment Weekly informal observations will indicate that at least 75% of Math teachers will demonstrate effective implementation of the instructional practices identified in the IPG Walkthrough Tool resulting in effectiveness scores of 3 or higher. Semesterly formal/informal observations that indicate 75% (or higher) of Math teachers will demonstrate effective implementation of the instructional practices identified in the TEM Rubric resulting in effectiveness scores of 3 or higher	$	

			TAG 5.0 & 6.0 -- 71100-188 2 Level 5 TVAAS Numeracy/EOC Returning Teachers @$1500 x 2 = $3,000 2 Level 5 TVAAS Literacy/EOC Returning Teachers @$1500 x 2 = $3,000 2 Level 4 TVAAS Literacy/EOC Returning Teachers @$500 x 2 = $1,000 2 Level 4 TVAAS Numeracy/EOC Returning Teachers @$500 x 2 - $1,000 Total: $8000.00 201-$496.00 204-$560.00 212-$116.00 Total: $9172.00 Total: Bonus with benefits = $27,516.00

Strategy 2 - Provide support to ensure that an effective instructional model is implemented. Action Step 2 - Teachers will meet weekly in PLCs to collaborate, internalize lesson plans, perform safe practice, and collect data as a method to inform instructional decisions, and to plan lessons that are aligned to the state academic standards. Action Step 2 - Professional development will address needs identified through performance and classroom data, teacher surveys, and routine walkthroughs and observations, with an emphasis on planning differentiated lessons and providing targeted interventions within a 90-minute instructional block. Action Step 1 - RTI International will conduct a comprehensive needs analysis to develop a clear plan of action to help support school leaders.	Implementation Weekly Informal Observations w/IPG Tool and Rubric Semesterly formal/informal observations via TEM Rubric Effectiveness Weekly informal observations will indicate that at least 75% of teachers will demonstrate effective implementation of the instructional practices identified by the IPG Walkthrough form resulting in effectiveness scores of 3 or higher Semesterly formal/informal observations that indicate 75% (or higher) of Math teachers will demonstrate effective implementation of the instructional practices identified in the TEM Rubric resulting in effectiveness scores of 3 or higher	$	
Strategy 3 - Provide additional support for students who are failing to make academic progress. Action Step 1 - Saga Math Intervention -- Math Intervention using the Saga Math platform will be embedded in students' regular school schedules and will occur at a minimum of three times per week for a total of 90 minutes. Action Step 3 - After School Tutoring - Provide after school tutoring for all students who identify as needing additional academic support Action Step 2 - - Academic Interventionist (Ed Assistant) will use iReady to work with Tier 3 students on improving their Math performance and focus on foundational writing skills during their scheduled intervention period during the school day Action Step 4 - Teachers will use IXL daily to provide all students at least 30 minutes of academic intervention to help refine and extend student learning	Implementation Weekly Saga Math data reports Quarterly school-wide formative assessments Quarterly iReady reports Quarterly IXL data reports Effectiveness Weekly Saga Math data reports will show 80% of Math students performing at 80% or higher. Quarterly School-Wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or higher after each assessment Quarterly iReady reports will need to show a 5% (or higher) increase in grade level performance in Math Quarterly IXL data reports will show 80% of Math students performing at 80% or higher.	$	TAG 6.0 -- 51 Saga Math Student Platform Licenses and Instructional Supplies for a Grand Total = $28,614.28 for Yr 1 SSIG 3.0 -- 53 Saga Math Student Platform License for Yr 2 TAG 6.0 -- 30 Laptops and Deployment + 1 Cart + Deployment = Grand Total $32,693.70 for iReady use SSIG 3.0 -- 1 FTE Educational Assistant Salary + Benefits for 2yrs = Grand Total $68,260.22

Goal 4

Memphis-Shelby County Schools (792) Public District - FY 2027 - Manassas High (792-2480) Public School - School Plan - Rev 0

☐ This goal not established.

Goal 4

By Spring 2029, through the implementation of early post-secondary and work-based learning opportunities Manassas High School will create a support system to improve on students' ability to gain internships and industry certifications that will prepare them for the transition from high school to college and/or career for all students in order to meet or exceed the priority/CSI criteria.

Ready Graduate -- From 31% (2025) to 60% (2029)

Graduation Rate -- From 75.2% (2025) to 95% (2029)

ACT -- From 13.9 Composite Score (2026) to 22.9 Composite Score (2029)

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* Ready Graduate from 31% (2026) to 40.6% (2027) Graduation Rate from 75.2% (2026) to 81.8% (2027) ACT from 13.9 Composite Score (2026) to 16.9 Composite Score (2027)	* Ready Graduate Graduation Rate ACT
2027-28	* Ready Graduate from 40.6% (2027) to 50.2% (2028) Graduation Rate from 81.8% (2027) to 88.4% (2028) ACT from 16.9 Composite Score (2027) to 19.9 Composite Score (2028)	* Ready Graduate Graduation Rate ACT
2028-29	* Ready Graduate from 50.2% to 60% (2029) Graduation Rate from 88.4% (2028) to 95% (2029) ACT from 19.9 Composite Score (2028) to 22.9 Composite Score (2029)	* Ready Graduate Graduation Rate ACT

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable**	**Other funding source and amount, if applicable**

TAG 6.0 -- 51 Saga Math Student Platform Licenses and Instructional Supplies for a Grand Total = $28,614.28 for Yr 1 SSIG 3.0 -- 53 Saga Math Student Platform License for Yr 2 TAG 6.0 -- 30 Laptops and Deployment + 1 Cart + Deployment = Grand Total $32,693.70 for iReady use SSIG 3.0 -- 1 FTE Educational Assistant Salary + Benefits for 2yrs = Grand Total $68,260.22	Implementation Semesterly review of the Master Schedule indicating the number of Pre-AP, AP, DE/DC, and CCTE courses offered Semesterly student enrollment data in PowerBi and performance data for Pre-AP, AP, DE/DC, and CCTE courses Semesterly Pre-AP, AP, DE/DC, CCTE mock exam performance and participation data Quarterly school-wide formative assessments Weekly informal observations w/IPG Tool and rubric Effectiveness Semesterly review of the Master Schedule will show a 5% (or higher) increase in the AP, DE/DC, and CCTE courses offered Semesterly review will reflect an increase in the number of students grades 10-12 enrolled in these courses by 5% or higher Quarterly School-Wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or higher after each assessment Weekly Informal Observations will indicate that at least 80% of teachers (5) will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or higher.	$	Title I purchases for IXL = $7495.00 for 400 licenses, Edmentum/Study Island = $6275.20 for 380 licenses, and Peer Power = $12,095.66 for 32 students
Strategy 2 - Provide opportunities for students to increase their ACT performance and participation. Action Step 1 - Peer Power tutoring will provide targeted students who have projected scores of 16-19 with daily ACT intervention. Action Step 2 -- Teachers will use IXL daily to provide all students at least 30 minutes of ACT intervention. Action Step 3 - Juniors and Seniors will participate semesterly in an ACT mock exams. Action Step 4 - Teachers will participate in IXL trainings, specifically for ACT intervention. Action Step 5 - Semesterly, parents of Juniors and Seniors will have the opportunity to attend ACT informative meetings in order to receive ACT information and resources.	Implementation Weekly Peer Power tutoring data results Weekly IXL intervention data results Semesterly ACT mock exam data results Weekly drop-ins, informal observations and walkthrough Semesterly survey via Microsoft Form Effectiveness Weekly Peer Power intervention data will result in an overall student Composite Score/Sub score (ex., English, Math, Reading) increase of 10% or higher Weekly IXL intervention data will result in overall student standard mastery of 80% or higher Semesterly ACT Mock Exam data will reflect a 5% increase in student Composite Scores of 21 or higher Weekly informal observations will indicate that at least 80% of teachers will demonstrate effective implementation of the instructional practices and engagement strategies identified by the IPG rubric and/or the MHS Walkthrough Tool Semesterly use of the Microsoft Form survey to collect meeting feedback w/the aim of 80% or higher success rate	$	Title I purchases for IXL = $7495.00 for 400 licenses, Edmentum/Study Island = $6275.20 for 380 licenses, and Peer Power = $12,095.66 for 32 students

Strategy 3 - Implement a system to identify students at risk of not graduating. Action Step 1 --The Graduation Coach will collaborate with Professional School Counselors conduct transcript analysis to verify course/credit attainment and graduation status with all students/parents (i.e. cohort, new students) 2 times per month Action Step 2 - Professional School Counselors (PSC) will conduct monthly transcript audits to identify students who are on/off track for graduation Action Step 3 - Students will complete a portion of their graduation checklist with the PSCs and Graduation Coach as another method for tracking graduation Action Step 4 -- The school will identify and support eligible students who meet the required credit and GPA criteria in pursuing early graduation as juniors.	Implementation Bi-monthly scheduled Senior (and Graduating Juniors) check-ins with the Graduation Coach Quarterly transcript audits performed by the PSCs and Graduation Coach Graduation checklists monitored quarterly by PSCs and Graduation Coach Effectiveness Bi-monthly scheduled check-in reports from PowerBi will reflect 72% (or higher) of student progress towards graduation Quarterly transcript audits will reflect 72% (or higher) of student progress towards graduation Quarterly graduation checklists will reflect student progress towards graduation at 72% or higher	$	Title I purchases for IXL = $7495.00 for 400 licenses, Edmentum/Study Island = $6275.20 for 380 licenses, and Peer Power = $12,095.66 for 32 students

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☐ This goal not established.

Goal 5

By Spring 2029, Manassas High School will decrease the Chronic Absenteeism rate from 69% to 47% and decrease the Suspension Rate percentage from 55% to 34%.

Attendance Rate - from 88% (2026) to 100% (2029)

Chronic Absenteeism - from 69% (2026) to 47% (2029)

Suspension Rate - from 55% (2026) to 34% (2029)

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* Attendance Rate - from 88% (2026) to 95% (2027) Chronic Absenteeism -- from 69% (2026) to 61% (2027) Suspension Rate - from 55% (2026) to 48% (2027)	* Power BI, PowerSchool
2027-28	* Attendance Rate - from 95% (2027) to 100% (2028) Chronic Absenteeism -- from 61% (2027) to 54% (2028) Suspension Rate - from 48% (2027) to 41% (2028)	* Power BI, PowerSchool
2028-29	* Attendance Rate - from 100% (2028) to 100% (2029) Chronic Absenteeism -- from 54% (2028) to 47% (2029) Suspension Rate - from 41% (2028) to 34% (2029)	* Power BI, PowerSchool

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	**Benchmark Indicator** Methods for checking progress of implementation and improvement throughout the year.	**Estimated TISA Amount, if applicable**	**Other funding source and amount, if applicable**

Strategy 1 --Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students Action Step 1 - Admin Team, PSCs, RTI2B team, Attendance Liaison, teachers, and other support staff will meet quarterly to track attendance, grades and behavior of students identified as at-risk to reduce truancy rates, increase student achievement, and reduce suspensions and expulsions in an effort to increase the graduation rate Action Step 2 -- The Very Intelligent People Program (VIP) quarterly initiative is available to all students in grades 9-12 who demonstrate improvement primarily in the areas of attendance, behavior, and academics (ex., 80%-90%-100% attendance recognition, zero suspensions, and a 2.7 GPA or higher) Action Step 3 -- Monthly incentives ("Tiger of the Month") will be provided to elected students, teachers, and staff who demonstrate their ability to help promote, uphold, and advance the culture and climate of the school through their everyday observed practices (ex., Leadership recognition, dedication/consistency, etc.)	Implementation Quarterly report-outs of students' attendance, and discipline data via PowerBi and Power School Quarterly report-outs of students' attendance, grades/GPA via PowerBi and Power School Semesterly monitoring conducted via the staff's completion of the Insight Survey Effectiveness Quarterly review of student attendance and behavior will show progress at 5% (or higher) Quarterly review of student grades/GPA will show progress at 5% (or higher) Semesterly Insight Surveys completed by staff members will show a participation rate of 95% (or higher), along with an average efficacy of 8.1 (or higher) out of 10	$	Attendance Liaison salary =
Strategy 2 -- Engage students, families and communities to overcome barriers to learning Action Step 1 -- Staff will schedule meetings with parents in order to track student performance which may categorize their behaviors as "at-risk" due to consecutive OSS, ISS, Saturday School, detention and/or expulsion assignments Action Step 2 -RTI2B, Community Engagement Specialist, Family Engagement Specialist and other staff members will work collaboratively each quarter to help identify and support students with unique barriers (ex., Transportation, clothing, food, and other basic necessities) which may negatively impact attendance and/or behavior. Action Step 3 -- Tiger Wish List provides additional support to students and families through donations of everyday essential items supplied by local community members	Implementation Weekly review of at-risk student list Excel spreadsheet Semesterly parent engagement meeting survey Effectiveness Weekly review will show a 5% reduction in the percentage of at-risk students by the end of each quarter Semesterly parent engagement meeting survey will show an average rating of 10 (or higher) out of 15 total	$	Saturday School =

Strategy 3 -- Development of a diverse organizational structure, composed of stakeholders both on- and off-site, to help analyze, frame and ultimately carry out support for the unique needs of the school Action Step 1 - The Site-Based Decision Planning Committee will function to increase the scope and support of our school's decision-making process via stakeholders both on and offsite (ex., Staff, parents, students, alumni and other community partners and donors) Action Step 2 - Semesterly after-school utilization of the ILT Team alongside the Admin Team to analyze and report the overall results regarding the school's climate and culture from the Insight Survey Action Step 3 -- ILT Team after-school utilization of the ILT Team alongside the Admin Team to analyze and report the overall results regarding the school's climate and culture from the Student Perception Survey	Implementation Monthly collaborations to monitor, implement (via a Microsoft Form survey) and measure the effectiveness of the plans to increase the overall school culture and climate Semesterly review of the results from the Insight Survey Semesterly review of the results from the Student Perception Survey Effectiveness Monthly results from the Microsoft Form Survey will conclude 80% or higher of favorable results from the Site-Based Decision Planning Committee Semesterly Insight Surveys completed by staff members will show a participation rate of 95% (or higher), along with an average efficacy of 8.1 (or higher) out of 10 Semesterly Student Perception Surveys completed by students will show an overall participation rate of 95% (or higher) as well as an academic approval rate of 80% (or higher)	$	ILT stipend = $1000 per semester for 4 staff members = $8000.00

Goal 6

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This goal not established.

Memphis-Shelby County Schools (792) Public District - FY 2027 - Manassas High (792-2480) Public School - School Plan - Rev 0

2026-27 to 2028-29 School Plan Assurances

☑ * The school hereby assures the Tennessee Department of Education (department) that the school will:

1. Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119.

2. Work in consultation with the LEA as the school develops and implements the plan.

3. Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school.

4. Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools.

5. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

6. Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments.

7. Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

8. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.

☐ **If applicable: The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:**

1. Help provide an accelerated, high-quality curriculum.

2. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and

3. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

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This box is checked for schoolwide schools to enable the questions on this page. Other schools do not need to complete this page.

Opportunities for All Students

* Describe how the school will ensure that all students, including those from economically disadvantaged backgrounds, major racial and ethnic groups, students with disabilities (SWDs), English learners (ELs), and students identified as at risk of not meeting state academic standards, are provided with meaningful opportunities to meet challenging state academic standards.

The school will ensure that all students, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities (SWDs), English learners (ELs), and students identified as at risk of not meeting state academic standards, have meaningful and equitable opportunities to meet challenging state academic standards. The school will provide a rigorous, standards-aligned curriculum and high-quality instruction for all students while using multiple measures of student performance to identify individual needs and provide timely, targeted support.

Teachers will use data from classroom assessments, state assessments, progress-monitoring tools, and other measures to identify learning gaps and monitor student growth. Students who demonstrate academic needs will receive differentiated instruction, targeted small-group instruction, intervention, tutoring, enrichment, and additional opportunities to practice essential skills. Instruction will be adjusted based on student progress, with ongoing collaboration among classroom teachers, interventionists, special education staff, EL specialists, counselors, and families.

For SWDs, the school will implement each student's IEP and provide appropriate accommodations, specially designed instruction, assistive technology, and access to grade-level standards and curriculum. ELs will receive language-development support and appropriate instructional strategies, scaffolds, and language-access resources while maintaining access to rigorous academic content. Economically disadvantaged students will have equitable access to instructional materials, technology, intervention programs, extended learning opportunities, and other resources needed to participate fully in learning.

The school will also use culturally responsive and inclusive instructional practices to ensure that students from all racial and ethnic backgrounds see their experiences represented and are engaged as valued members of the school community. Teachers will maintain high expectations for every student and use differentiated strategies to address varied learning styles, academic readiness levels, language needs, and other barriers to learning without lowering academic expectations.

A systematic process for identifying students at risk of not meeting state standards will allow the school to provide early intervention before academic gaps become more significant. Student progress will be reviewed regularly through collaborative data meetings, and interventions will be intensified, modified, or discontinued based on documented evidence of effectiveness. Families will be informed of student progress and provided with meaningful opportunities to participate in developing and supporting academic interventions.

Through equitable access to rigorous instruction, individualized supports, ongoing progress monitoring, family engagement, and a commitment to high expectations for every learner, the school will work to eliminate barriers to achievement and ensure that all students have meaningful opportunities to meet or exceed challenging state academic standards.

Strengthening Academics and Quality Learning

* Describe how the school will use methods and instructional strategies that strengthen the academic program in the school and increase the amount and quality of learning time.

The school will strengthen its academic program by implementing research-based instructional methods that promote active engagement, rigorous thinking, and meaningful application of grade-level standards. Teachers will use explicit instruction, modeling, guided practice, collaborative learning, questioning strategies, problem-based learning, differentiated instruction, and frequent checks for understanding to ensure students are actively engaged and making

progress. Instruction will be aligned to state academic standards and informed by student data so that teachers can respond quickly to areas of need while also providing enrichment and opportunities for students who are ready for additional challenges.

The school will maximize the quality of instructional time by establishing clear learning objectives, maintaining consistent classroom routines, minimizing transitions and non-instructional disruptions, and using formative assessment to guide instruction. Teachers will use flexible grouping and targeted small-group instruction to address specific learning needs without limiting students' access to grade-level content. Technology and high-quality instructional resources will be used strategically to reinforce skills, provide opportunities for practice, and increase student engagement.

To increase the amount of meaningful learning time, the school will provide targeted intervention and enrichment opportunities before or after school, during designated intervention periods, and through extended learning opportunities when appropriate. Students who need additional support will receive timely, evidence-based interventions, while students who have demonstrated mastery will have opportunities for enrichment and deeper learning. Attendance and engagement data will be monitored so that barriers to consistent participation can be identified and addressed.

Professional learning and collaborative planning will further strengthen instruction. Teachers will analyze student work and assessment data, share effective instructional practices, and collaboratively plan lessons and interventions. School leaders will monitor implementation through classroom observations, student performance data, and teacher feedback and will provide coaching and support as needed.

Through rigorous, engaging instruction, purposeful use of instructional time, targeted interventions, enrichment opportunities, and ongoing professional collaboration, the school will increase both the amount and quality of learning time and provide students with greater opportunities to achieve high academic standards.

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☐ This box is checked for targeted assistance schools to enable the questions on this page. Other schools do not need to complete this page.

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☐ This box is checked for TSI/ATSI schools to enable the questions on this page. Other schools do not need to complete this page.

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This box is checked for Priority/CSI Designation schools to enable the questions on this page. Other schools do not need to complete this page.

Priority/CSI Designation Only

* The Tiered Intervention System (TIS) is a progressive, three-tiered intervention system for Priority/CSI schools designed to provide varying levels of support based on the school's performance and needs. The selected intervention option must be implemented each year of the designation cycle unless the school meets the criteria to exit Priority or CSI status. Please indicate the TIS intervention option the Priority/CSI school will be implementing. Select NA if the school does not have a Priority/CSI designation.

School Turnaround Expert

School Plan Related Documents

Memphis-Shelby County Schools (792) Public District - FY 2027 - Manassas High (792-2480) Public School - School Plan - Rev 0

Optional Documents		
Type	**Document Template**	**Document/Link**
(School Plan) Additional Supporting Documents (required for priority/CSI schools)	N/A	26-27 5 Whys - Root Cause Analysis Worksheet MHS 26-27 CSI Designation Letter MHS
(School Plan) School Plan Title I Budget	N/A	Title I Budget