Preparation Questions

Stakeholder Involvement

Describe how the school actively and consistently involves all planning team members and other stakeholders in the development, implementation, and revision of the school plan throughout the year.

School administration meets with teachers and other key personnel (attendance, guidance secretaries) to gather information on programs, curriculum, data, etc. to begin the process of writing the school plan. Conversations begin just prior to school beginning to determine what worked from the previous year and additional areas for improvement. SMHS is now beginning the third year for all teachers to use Planbook for lesson plans. The main determination being the need for consistency in checking plans and for students/parents to keep up with the day-to-day activities in their classes. Guidance counselors are consulted regarding communication to students/parents, programs, career planning, etc. Parents are interviewed to discover insights pertaining to accessibility to teachers, administration, and guidance. Topics of discussion also included were: climate, culture, academics, course offerings, communication, clubs and organizations, college and career planning, etc. In addition, students are asked questions in government classes prior to graduation about: curriculum, environment, discipline, guidance, cafeteria, RTI time, extracurricular activities, vocational programs, and overall atmosphere. The school plan is visited regularly to remain relevant based on changing needs of the students, faculty, and other stakeholders.SMHS meets first with as an administrative team to discuss what is working with our school improvement plan at the conclusion of each semester to confirm we are on the right track. Any necessary changes in approach would then be shared with the leadership team and adjustments discussed on how to proceed in a different direction. The leadership team can provide insights on individual department progress or progress of individual teachers and discuss changes that will benefit our students. In May we would reflect as an administrative and leadership team to determine what worked and what needed improvements in regards to beginning the early stages of planning for our next year's plan.

Identify Team

Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, administrators (including administrators of Title programs), and other appropriate school personnel and with parents of students.

Angela Adams, English/Leadership Team

Drew Berta, Math/Leadership Team

Brittany Bilbrey, PE/Leadership Team

Chris Burris, CTE/Leadership Team

Chase Finley, Foreign Language/Leadership Team

Missy Miller, Guidance/Parent/Leadership Team

Julie Moldenhauer, SPED/Leadership Team

Blake Saldana, Fine Arts/Leadership Team

Marcela St. Onge, Science/Leadership Team

Tracey Velong, Social Studies/Leadership Team

Nathan Brown, English Teacher

Breanna Houston, Math Teacher

Brian Reeves, Math Teacher

LonnaSchank, VP Secretary

AbbiDunford, Assistant Principal

Robert Gomez, Assistant Principal

Lance Kennedy, Assistant Principal

Kelly Smith, Principal

Doug Parkey, parent

Sean Driscoll, parent

Climate and Access

For each prioritized need, please provide the following information:

1. *Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
2. *Please list the root causes and supporting data for each of the prioritized needs. The 5 Whys protocol is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

Data: Student discipline data attached for further exploration.

Analysis: Data indicates two specific areas in need of attention: (1) student tardies and (2) student discipline enforcement.

Student tardiness is directly linked to the chronic absenteeism issues addressed above. Students with jobs are working later hours and coming to school later because more value is placed on the income received than the education gained. Many students are also missing / skipping detentions because getting to work on time is taking precedent over serving detention for the excessive tardies.

Prior Interventions: Various strategies have been utilized to address student tardies and student ownership of discipline.

School wide positive behavior supports are in place to incentivize students to be prompt and respectful of school rules. Several classes including College and Career Ready, CTE and ACT classes routinely bring in guest speakers from community to reinforce the idea of being on time and being ready to work. Furthermore, students with less than four tardies per semester are eligible to gain exemption from finals. The administrative team and attendance clerks work closely with district officials to make regular and immediate contact with parents and/or guardians when students begin to develop patterns of tardiness and poor behavior resulting in after school detentions.

Root Cause: Research indicates low socio-economic status plays a large role in student attendance and involvement in school.

The largest rule infractions are tardies - making up 820 of the school's discipline infractions. 40.41% of student discipline involved tardies which can directly be linked to the causes of chronic absenteeism. The next two categories of high discipline issues are also related to parental support and low appreciative value of education - missing detention (13.21%) and general rule violations (10.89%).

Future Interventions: Generating ideas for more parent involvement and modifying discipline procedures will be critical in addressing discipline concerns.

School guidelines and procedures have been and will be addressed in order to ensure equitable and reasonable discipline for tardies and missed detentions. More frequent contact with parents / guardians will occur. Altering the discipline for tardies from after school detention to in school suspension or lunch detentions appears to a viable option. Having students disciplined for rule infractions while they are on campus may result a more consistent procedure for holding students accountable.

Data: Student absentee data attached

Analysis: Why are students chronically absent?

Not all students see the value in education and lack proper support from parents/guardians. As students grow older, working becomes a higher priority and therefore work late and see more value in a paycheck than the long-term rewards of an education.

Prior Interventions: Multiple tools have been utilized to address chronic absenteeism.

Incentives such as Dave Kirk car drawing where students with good attendance are entered into a drawing where they could receive a new car from a local auto dealership. Additionally, Mr. Kirk donates cash prizes for underclassmen. Another incentive program is the exemption from final exams with a limited number of excused absences combined with adequate grades. Various disciplines are explored to curb excessive absences. Students with excessive unexcused tardies are issued detentions, and suspensions are issued for missed detentions. Furthermore, parent contact is made for students with excessive infractions and in some cases parent/administration conferences.

Root Cause: Research states how low socio-economic status can be linked to poor attendance in school. (see attachment).

Of our ELL population, 37.5% are chronically absent. (note this is 16 students out of 1,032 total students) 33.7% of our Economically Disadvantaged Students are chronically absent. 27.8% of Students with Disabilities are chronically absent. 26.2% of minority students are chronically absent. (note this is 63 minority students out of 1,032 total population).

Future Interventions: We consider parent involvement to be the greatest factor impacting student attendance.

Our school must work to combat these challenges by providing some of the following: providing community outreach, partnering with local businesses to promote various programs, and working with parents to develop a system to promote greater parent involvement should give students the incentive to attend regularly. The above incentives would ideally decrease the percentages of students chronically out of school.

English Language Learners

For each prioritized need, please provide the following information:

1. *Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
2. *Please list the root causes and supporting data for each of the prioritized needs. The 5 Whys protocol is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

Data: 2012 study: Preparing All Teachers to Meet the Needs of English Language Learners

Analysis: Why are ELL students not meeting the growth standard?

EL students in our school who receive pull-out language support services may lack the oral language development needed specifically in academic language in order to become more successful learners in all coursework. These students also may have cultural differences that inhibit their participation and performance in communication and interaction in the classroom setting.

Prior Interventions: ELL teacher and other staff members throughout the building providing direct services both in pull-out and inclusion settings.

The EL teacher works with regular education teachers to supplement mainstream class curriculum with additional language supports. The EL teacher also collaborates with regular education teachers to modify instruction and assessments to ensure these students receive the proper language supports for success. The school works to properly identify EL students to ensure they receive the appropriate language supports needed and are not prematurely transitioned out of English Language Learning.

Root Cause: A 2012 study showed an estimated 25 percent—one-in-four—children in America are from immigrant families and live in households where a language other than English is spoken. This continues to be a growing subgroup for SMHS and our nation as a whole.

The 2012 report focuses on five states with large proportions of English language learners: California, Florida, Massachusetts, New York, and Texas. The study shows that approximately 37% of fourth graders and 25% of eighth graders achieve at or basic level in reading, while their non-EL peers achieve 73% and 77%, respectively.

Many socioeconomic factors such as poverty, health status, and parent resources also have negative effects for these students.

Future Interventions: Teachers will be required to emphasize the development of oral language skills and the need to focus on both academic language and culturally inclusive practices.

Oral Language Development: Teachers must have a working knowledge and understanding of language as a system and of the role of the components of language and speech, specifically sounds, grammar, meaning, coherence, communicative strategies, and social conventions. Teachers must be able to draw explicit attention to the type of language and its use in classroom settings, which is essential to first and second language learning. Teachers should be familiar with common patterns and milestones of second language acquisitions in order to provide accommodations that promote development. Teachers should recognize the importance of oral language competency for students to be able to ask questions and communicate ideas to become more successful learners.

Academic Language: Academic language differs from conversational language, and research has shown that ELs take significantly longer than their peers to become proficient in this academic language. Teachers must have a working knowledge of academic language and of the particular type of language used for instruction as well as for the cognitively demanding tasks typically found in textbooks, classrooms, assessments, and those necessary for engagement in discipline-specific areas. Teachers should have an understanding of the linguistic demands of academic language to address its role in their instruction.

Cultural Diversity and Inclusivity: Teachers must have a working knowledge and understanding of the role of culture in language development and academic achievement. Cultural differences often affect ELL students' classroom participation and performance in several ways. The norms for behavior, communication, and interactions with others that ELL students use in their homes often do not match the norms that are enforced in the school setting. Teachers should understand and appreciate these differences in order to respond in ways to help create and maintain a reciprocal learning environment.

Special Education

For each prioritized need, please provide the following information:

1. *Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
2. *Please list the root causes and supporting data for each of the prioritized needs. The 5 Whys protocol is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

Data: See attached data regarding Special Education and performance in School-Wide English

Analysis: 65.7% of SWD are approaching or above in School-Wide English vs. 53.7% in the Cumberland County district average.

Prior Interventions: Stone Memorial's Response to Intervention (RTI) program is serving our special education population well. Students are provided regularly with assessments to determine needed interventions and then individualized instruction is then planned to address deficiencies. A purposeful curriculum is delivered to assure specific skills are isolated and developed prior to progressing to more elevated skills. IEPs are adjusted and monthly data team meetings are held to discuss each student's progress in RTI.

Root Cause: Positive results have grown out of the RTI program. Careful scheduling and curriculum development by the RTI coordinator. Methodical data analysis, meaningful data team meetings and discussions, administering of assessments, management and accountability of RTI teachers, maximization of time in RTI, student and teacher effort, all have contributed to the success of the program.

Future Interventions: A continued refinement of the program to maximize its full potential to reach more students, provide better individualized instruction, grow the curriculum, increase teacher training, refine progress monitoring, assure proper time and classroom management, increase budget for materials and training of teachers, strive for a full-time RTI coordinator, to name a few.

Academic Achievement and Growth

For each prioritized need, please provide the following information:

1. *Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
2. *Please list the root causes and supporting data for each of the prioritized needs. The 5 Whys protocol is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

Data: Attached: School-wide success rate, English vs. Previous Year Student Groups, Math vs. Previous Year Student Groups, Social Studies vs. Previous Year Student Groups, SMHS Achievement Data (attachment)

Analysis: Compared to the District Average of 33.8%, SMHS School-Wide Success Rate posted a 37.5% of students who are on-track or mastered. English - In regards to various student groups SMHS shows gains from the previous year in regards to On-Track or Mastered. This trend is consistent across all student groups with the exception of Students with Disabilities. Math - Similarly to English, math also revealed gains from the previous year in all student groups with the exception of Students with Disabilities which demonstrated a decline from the previous year. Social Studies - The only pre-populated data available in Social Studies is for All Students and shows a decline in comparison to the previous year. Achievement Data - (Algebra I) Of the 241 students tested in the Spring of 2019 on the Alg I End of Course exam, 61.3% were below or approaching with 38.7% on-track/mastered. (Algebra II) Of the 226 students tested in the Spring of 2019 on the Alg II End of Course exam, 67.7% were below or approaching with a 32.3% demonstrating on-track/mastered. (Geometry) Of the 279 students tested in the Spring of 2019 on the Geometry End of Course exam, 56.2% were below or approaching with a 43.7% showing on-track/mastered. (English I) Of the 278 students tested in the Spring of 2019 on the English I End of Course exam, 59% were below or approaching with 41% demonstrating on-track/mastered. (English II) Of the 254 students tested in the Spring of 2019 on the English II End of Course exam, 53.2% were below or approaching with 46.9% demonstrating on-track/mastered. (US History) Of the 213 students tested in the Spring of 2019 on the US History End of Course exam, 72.3% were below or approaching with 27.7% demonstrating on-track/mastered.

Prior Interventions: Teachers collaborate on curriculum and discuss individual students and groups of students struggling to grasp the concepts. Tutoring in math is available before school from a variety of teachers. This should be expanded in other subjects. US History inquired about flipped classrooms. This concept could be explored more to provide a different approach that may serve our students better in this course.

Root Cause: More communication with both the students and parents is needed to inform of failing grades and lack of understanding. Teachers in the same content area should be regularly collaborating and assuring alignment of curriculum and pacing. Specifically in US History, we experienced a different approach between instructors and a lack of purposeful collaboration.

Future Interventions: Curriculum alignment with the above mentioned subjects, early identification of deficits and intervention, focus on Response to Intervention (RTI) for applicable subjects, better utilization of academic coaches. Beginning of the year PLC meetings provided some opportunity to discuss scores and explore ideas to improve achievement and growth, especially in regards to EOC results. CTE recommendations: 1. Partner with an academic teacher. 2. Grade level specific collaboration with a cross curricular team. (ex. Mr. Berta is teaching slope in Algebra 1A. This is also a concept that can be applied in Ag Science. Mr. Burris and Mr. Berta work together to produce a lesson that utilizes a transit and mathematical formulas for slope). The idea is to increase relevance in subject material. ELA recommendations: Consistency in grading, rigor, and high expectations are needed in every ELA class to ensure all students are performing at their ability level and are achieving growth. Mr. Bolin shared some

best practices he uses that yield results in his classes. 1) Use state rubrics when grading and providing feedback for essays. 2) At least one essay for each type (his classes do a total of 8) 3) Essays and multiple revisions. 4) Utilize multiple practice tests (at least 3) on different levels to encourage rigor. 5) Begin practice tests and review of standards one month prior to testing date. 6) Provide detailed feedback from the practice test. 7) Hold students accountable for practice tests. Practice tests count as a grade and allows students to earn 1/2 point for corrections. Additional feedback from ELA to help improve scores is as follows: 1) Reduce absenteeism 2) Eliminate inflated cut scores 3) Utilize NewsELA across curriculum (a) CTE Literacy scores have been consistently low (b) Use CTE funding to help fund NewsELA 4) Writing in all academic areas (a) Authentically grade (b) Provide accurate feedback.

College and Career

For each prioritized need, please provide the following information:

1. *Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
2. *Please list the root causes and supporting data for each of the prioritized needs. The 5 Whys protocol is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

Data: ACT results for 2020 attached.

Analysis: Why are some students reaching the school-wide goal of 22 on the ACT, while others are missing the goal?

Not all students understand the importance of performing well on the ACT, especially students who are not college-bound.

Prior Interventions: Several teachers have been trained on techniques and tools to use with ACT prep classes.

Teachers within ACT prep classes have attended workshops and training sessions in regards to ACT best practices. (Ken Stansberry's course was attended by several SMHS faculty) Lead teachers of ACT prep cohorts have examined data and looked for commonalities in regards to student performance in specific areas of the test. These lead teachers have met as a group to plan out 9-week course work for their students and ensure consistency within the classes. Throughout the past few years, lead teachers have developed a plan for the first day of school, first week of school, end of the first week of school, etc. Their objective is to determine a benchmark for each student and their individualized goals for the 9-weeks and semester. Practice tests are administered in April for underclassmen during the actual junior ACT test. This serves as a comparison for these younger students moving forward compared to their elementary practice test (9th graders) or practice test from the previous year (10th graders).

Root Cause: Students have low confidence in their own abilities to demonstrate competency on standardized tests like the ACT.

Future Interventions: Teachers will need to have an understanding of some of the deficits students possess when entering high school. Assessments should be given to identify the gaps in student understanding and achievement of various skills necessary to excel in school and as a post graduate. Research shows that language is typically the most underdeveloped in students from poverty-stricken homes. Their access to books is much lower in comparison to students from middle and upper class homes. Assessments that individual teachers administer will identify gaps in skills, however building basic core skills should be the primary focus of the teacher and a school-wide focus. These basic core skills are as follows: attention and focus skills, short- and long-term memory, sequencing and processing skills, problem-solving skills, perseverance and ability to apply skills in the long term, social skills, hopefulness and self-esteem. We will want to assess for any specific deficiencies and check the following: a vision or a hearing problem, a tracking issue, a vocabulary deficit, a comprehension challenge, a phonemic awareness or phonics issue or a fluency problem.

A 2005 study in Kentucky schools with funding from the Ford Foundation "Inside the Black Box of High-Performing High-Poverty Schools" discovered poverty schools with the highest achievement shared a number of characteristics. These characteristics included: 1) high expectations for staff and students that was concretely communicated; 2) relationships built on caring, nurturing atmosphere with respect shown between adults, adults to students, and among students themselves; 3) a strong focus on academics,

instruction, and student learning; 4) close attention paid to student performance on state assessments, but only as a starting point as a change agent; 5) a collaborative decision-making process in regards to leadership; 6) faculty and staff regularly analyzed data on individual students and planned appropriate interventions or instruction, they helped with locating transportation, clothing, health care, and other services, and worked after school and on weekends to provide tutoring, portfolios, assessment preparation, or parent programs (all with enthusiasm and dedication); 7) teacher recruitment, hiring, and assignment was performed in a careful and intentional manner.

Teacher Retention

For each prioritized need, please provide the following information:

1. *Reflect on your prior strategies in this area. Where have you been successful and where have you faced challenges?*
2. *Please list the root causes and supporting data for each of the prioritized needs. The 5 Whys protocol is an optional tool to support district and school leaders in identifying these root causes and supporting data for each prioritized need.*

Data: Captures attached to show insights on Educator Evaluation, Teacher Retention, and Educator Climate.

Analysis: SMHS shows district alignment in regards to evaluation scores and retention of staff. However, compared to 2017, teachers felt less appreciated.

Prior Interventions: Teachers receive training prior to the start of their careers at SMHS on TEAM model for teacher evaluation. Evaluations are conducted with fairness and consistency from administrator to administrator and across the teaching staff. Re-certification is performed annually by each administrator in the TEAM model. Teachers are provided with updates on the TEAM model via emails and in faculty meetings/in-service days. Teacher retention is addressed constantly through discussions with administrators and the mentoring program. Our mentoring program carefully pairs mentors/mentees to assure a positive match for curriculum, personality, experience level, etc.

Root Cause: The cause of the solid evaluation scores and consistency to the district scores is a reflection of the training programs, teacher resource manual, collaboration, feedback from administrators, opportunity to self-reflect, etc. Teacher retention is primarily the family atmosphere at SMHS, good working conditions, supports, access to supplies/teaching materials, cooperative and encouraging environment, opportunities for leadership, etc.

Future Interventions: Teacher perception of feeling appreciated is a concern to be addressed. As an administrative staff, we need to better recognize the staff and show appreciation for work on various tasks, provide more "thank you" notes, look for various incentives, focus on the "All about you" board, find more opportunities to brag on accomplishments and celebrate individual and group success.

Supporting Documents

Teacher Retention 5 Whys

- Teacher_retention_5_whys.docx
- Uploaded by lance.kennedy@ccschools.k12tn.net, Sep 01
- Type: Root Cause Analysis

ACT 5 Whys

- ACT_5_whys.docx
- Uploaded by lance.kennedy@ccschools.k12tn.net, Sep 01
- Type: Root Cause Analysis

Social Studies 5 Whys

- Social_Studies_5_whys.docx
- Uploaded by lance.kennedy@ccschools.k12tn.net, Sep 01
- Type: Root Cause Analysis

ELL Growth Standard 5 Whys

- ELL_growth_standard_5_whys.docx
- Uploaded by lance.kennedy@ccschools.k12tn.net, Sep 01
- Type: Root Cause Analysis

Chronically Out of School 5 Whys

- Chronically_Out_of_School_5_whys.docx
- Uploaded by lance.kennedy@ccschools.k12tn.net, Sep 01
- Type: Root Cause Analysis

SMHS 18-19 Achievement Data

- SMHS_Achievement_Data_18-19.xlsx

How Poverty Affects Behavior and Academic Performance

- How_Poverty_Affects_Behavior_and_Academic_Performance.webloc
- Uploaded by lance.kennedy@ccschools.k12tn.net, Jun 20
- Type: Root Cause Analysis

Goals

G 1 By spring 2020, SMHS will increase the percentage of students enrolling in postsecondary opportunities and institutions.

Develop and expand opportunities for all students to access early postsecondary coursework during high school years to make informed decisions regarding post-secondary and career options. Advise students appropriately to earn post-secondary course credit.

Performance Measure

At the conclusion of each semester, evaluate EPSO data through the Guidance Department.

Sections

- College & Career Readiness
- Climate and Access

S 1.1 Implement tiered interventions for chronically absent students

Addressing the individual attendance issues and needs of each student will ensure that school attendance becomes a priority.

Benchmark Indicator

Stone Memorial Attendance Clerks and Attendance VP, will review attendance data each 9-weeks to determine patterns among grade-levels, days of the week, times of day, and other indicators and develop a plan to address with various cohort groups and individuals.

A 1.1.1 3 Tiers of Attendance Intervention

Follow the guide presented in Attendance Works website. https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

Tier 1 represents universal strategies to encourage good attendance for all students.

Tier 2 provides early intervention for students who need more support to avoid chronic absence.

Tier 3 offers intensive support for students facing the greatest challenges to getting to school.

Person Responsible	Estimated Completion	Funding Sources
Administration, attendance office, guidance department, teachers, support staff, parents/guardians	May 29, 2020	

S 1.2 Align CTE courses and EPSOs to reflect regional job opportunities.

Use regional data provided by the TSBA Dashboard to analyze career opportunities in our multi-county region. Align our CTE course offerings to the regional needs.

Benchmark Indicator

Semester Reviews: CTE Concentrator Data by SMHS CTE PLC Leaders and SMHS Guidance Department

A 1.2.1 SMHS CTE and EPSO Alignment

Determine the disparity between the following groups in regards to access to EPSOs at SMHS: female to male, economically disadvantaged to non-economically disadvantaged, students with disability to non-SWD, ELL vs. non-ELL, and various ethnic groups compared to white students. Identify the need of local industry and work to align courses offered and necessary skills for CTE focus.

Person Responsible	Estimated Completion	Funding Sources
Administration, guidance department, CTE department, CTE director	May 29, 2020	

S 1.3 Lead students in grades 6-12 to explore career options and document the pathway to pursue that choice

Students graduating from high school need a clear direction to pursue their life and career goals. Exploring careers in the elementary and high school grades is the foundational step on the pathway to college and career success.

Benchmark Indicator

End of each year by SPED and/or Guidance Department for each student at SMHS.

A 1.3.1 Advisement

SMHS Guidance Counselors and SPED case managers will review career plans and assure parents, teachers, and students future plans are in alignment with course offerings, future schedules, college and/or work applications, 6-year plans and communicated to all stakeholders. This would be accomplished each year for every student.

Person Responsible	Estimated Completion	Funding Sources
Guidance and/or SPED case managers	May 22, 2020	

S 1.4 Promote Phoenix High School's (CSI) postsecondary pathways

Our Phoenix High School, identified as a Comprehensive Support and Intervention School, houses an at-risk population of students who have few connections to postsecondary college and career. Exploring careers and mapping out the steps to be successful will most certainly serve to provide motivation for academic attainment as well as good attendance.

Benchmark Indicator

At the end of each semester, SMHS Administration and Guidance Department will review Phoenix Referrals to provide most appropriate candidates.

A 1.4.1 SMHS transition to Phoenix HS

Each semester, both SMHS Administration and Guidance Department will examine ages, credits, discipline, and attendance data on potential Phoenix students and determine the most-deserving candidates. A prioritized list will be created and discussions regarding potential success of transitioning students. The students selected will have a need that can be validated and provide The Phoenix School with students demonstrating the greatest need and potential for graduation.

Person Responsible	Estimated Completion	Funding Sources
Administration and Guidance	Dec. 20, 2019	

S 1.5 Connect high school seniors with WBL opportunities

Real experiences in the work place promote career awareness and motivation for postsecondary progress.

In addition to exposure to careers, the focus group discussions also revealed the fact that many of our high school students have jobs which require them to work late at night. Having received the minimum 27 credits to graduate in a system that offers 36 credits, many high school seniors are absent due to the demands of their job outside of school. WBL opportunities may assist in reducing the need to work late at night, and yet still receive high school credit for pursuing a job opportunity of interest.

Benchmark Indicator

SMHS CTE Department and Co-op teachers will review at the end of each semester success of the program, student attendance, and work performance/commitment.

A 1.5.1 SMHS WBL/Co-op

SMHS CTE Department and Co-op teachers will track students enrolled in the class to assure work attendance, regular class attendance, adequate performance on both classes and at work, job satisfaction, passing grade in Co-op and other courses, and high school graduation rate of students enrolled in Co-op.

Person Responsible	Estimated Completion	Funding Sources
Scott Maddox, CTE Leaders, Co-op teachers	Dec. 20, 2019	

S 1.6 Update career exploration course for 9th grade

The information obtained from the focus groups, especially the student focus groups, reveal a need to evaluate and revise the career exploration course mandated for all 9th grade students in Cumberland County. While some experiences in this course are effective, there appears to be evidence of inconsistent implementation. The course has great potential to promote time and effort spent to explore student career interests.

Benchmark Indicator

Review yearly to evaluate course effectiveness and consistency of implementation of instructors.

A 1.6.1 SMHS Career Exploration

Review course syllabus, materials, pacing each year to assure consistency among teachers and effectiveness of the course. Perform a survey of students and instructors to obtain feedback on strengths and weaknesses of the material and course as a whole.

Person Responsible	Estimated Completion	Funding Sources
CTE Teachers	May 22, 2020	

S 1.7 SMHS EPSO Offerings

Develop and expand opportunities for all students to access early postsecondary coursework during high school years to make informed decisions regarding post-secondary and career options. Advise students appropriately to earn post-secondary course credit.

Benchmark Indicator

At the conclusion of each semester, evaluate EPSO data through the Guidance Department.

A 1.7.1 EPSO Tracking

Stone Memorial High School will implement a tracking system to chart the EPSO progress of each student to ensure his or her four-year plan is on target. Tracking will allow guidance counselors to retrieve data by subgroups, tracing down to the individual student progress. Individual students and groups of students can then be advised based on information obtained from the tracking system.

Person Responsible	Estimated Completion	Funding Sources
Administration and Guidance	Dec. 20, 2019	

A 1.7.2 Advisement

Target advisement for Students With Disabilities and Economically Disadvantaged Students to assure remaining on track for meeting EPSO requirements. Provide information, support, and opportunities to families of these cohort groups to maintain alignment of EPSO goals and the student's four-year plan.

Person Responsible	Estimated Completion	Funding Sources
Administration, Guidance, SPED Department	May 22, 2020	

G 2 By spring 2020, we will increase the percentage of students who are proficient in literacy.

Recognizing that literacy is the foundation for all other content areas and is essential for success in college and career, it is imperative that we increase the number of our students who are on-track/mastered in English language arts. Based on the most recent data, it is evident that we should focus our attention on literacy in our grades K-5 and 9th grade English I in order to address the needs and concerns at the earliest opportunity.

Performance Measure

Increase the percentage of 9th-12th grade students scoring on-track or mastered (OTM) in English courses from 33.3% to 41.4% in 2019-2020.

Sections

- Academic Achievement & Growth
- College & Career Readiness

S 2.1 Prepare to implement new, aligned curriculum

Knowing that new ELA textbooks will be adopted and purchased in the 2019-2020 school year, it is imperative that our adoption committee and teachers explore the standards and aligned resources to be used going forward. Navigating this process will strengthen the evaluation of current resources promoting changes ahead of the adoption.

Benchmark Indicator

Refined instructional pacing guides and formative assessments. Data will be utilized to assure an alignment exists between standards and the new textbooks.

A 2.1.1 ELA Vertical Content and Curriculum Alignment

The SMHS ELA department will assure the activities and materials used throughout all levels of ELA courses are in alignment with the text and standards. Instructors will break down the standards to make certain each of the individual standards are addressed and pre-requisites are covered prior to moving on. Organization, pacing, common assessments, standard-based assessment, etc. will be used to accomplish goals and objectives of each ELA course. Various summative assessments and analysis reports will track progress of the standards and assure mastery. Review or remediation of any standards will occur as needed.

Person Responsible Estimated Completion Funding Sources

ELA teachers   Dec. 20, 2019

S 2.2 Support English learners in their ELA progress

Understanding that language acquisition is the foundational component of literacy, we must provide support for our English learners in the ELA classroom.

Benchmark Indicator

Provide data for English Learners documenting growth and acquisition of the English language.

A 2.2.1 English Learner's Individualized Learning Plan

When a high school student enrolls, conversations with the ESL teacher and content area teachers will begin immediately to discuss the English Learner's Individualized Learning Plan (ILP). The ESL teacher will review the student's strengths and areas in which focused attention will be given to help the EL achieve success in ELA and in all content areas. Accommodations will be documented in the ILP that will support the EL in all classes. The ESL teacher and the ELA and content area teachers will collaborate together regarding best practices for English Learners.

Those best practices will include, but are not limited to: providing visuals to support the understanding of words and their meanings, building background knowledge to support understanding, honoring students' cultural backgrounds by being sensitive to the various cultural unique vocabularies and norms, pre-teach material whenever possible, and provide scaffolding to enhance learning.

Students in their ninth and tenth grade year, that have not exited ESL services, will be enrolled in the ESL course, which serves as a substitute for the English courses during those two years. At the beginning of the eleventh grade year, ELs that have not exited will be enrolled in English 9 and the ESL course simultaneously. The ESL course will be counted as a Humanities elective and the English 9 course will count as the third year of the four years of required English for high school graduation. During the ELs twelfth grade year, the EL will be enrolled in English 10 and the ESL course (if the student has not exited ESL services).

Person Responsible	Estimated Completion	Funding Sources
Roger Dixon, ELL Teacher	May 22, 2020	

G 3 By spring 2020, we will increase the percentage of students who are proficient in mathematics.

Recognizing that literacy has been a district and school focus over the last few years, it is understood that mathematics proficiency must also be included in concentrated efforts. We are not seeing great returns on our efforts to provide a unified curriculum resource, and we must address areas of inconsistency or lack of progress.

Performance Measure

Increase the percentage of 9th-12th grade students scoring on-track or mastered (OTM) in math courses from 29.8% to 38.6% in 2019-2020.

Increase the percentage of 9th-12th grade students scoring on-track or mastered (OTM) in Algebra I from 24% to 32% in 2019-2020.

Decrease the percentage of 9th-12th grade students scoring below in Algebra I from 48.6% to 40.6% in 2019-2020.

Sections

- Academic Achievement & Growth

S 3.1 Ensure math curriculum is taught with fidelity

A few years back, our district purchased math textbooks aligned to the new standards. The focus groups connected to this plan report that many teachers are not using this resource with fidelity for various reasons including lack of training. It is imperative that we bridge the implementation gap to provide our students with the most effective instruction.

Benchmark Indicator

Regular examination of standards mastered to ensure pacing is consistent between teachers of the same subject matter. Also determine alignment of curriculum (text and supplemental) to Tennessee State Standards.

A 3.1.1 SMHS Algebra 1

SMHS Math Department will continue to refine the pacing guide for Algebra 1 to assure consistency in implementation throughout the department. Teachers will make certain that material builds sequentially throughout the course to provide students with the proper fundamentals for success. Standards will be broken down to make sure each part of the standards are addressed. Organization, pacing, common assessments, standard-based assessments, online supports will all be implemented to achieve this goal. Various formative and summative results will be analyzed to keep track of standards mastered and determine any standards to revisit.

Person Responsible Estimated Completion Funding Sources
Math Department   May 22, 2020

S 3.2 Support students with disabilities in their math progression

Students with disabilities require support and differentiated instruction in order to reach their math proficiency potential. Intentional actions must be taken in order to ensure their success.

The Go Math Series provides differentiation support and activities, and teacher would be well-served to utilize these resources.

Benchmark Indicator

SMHS SPED Department will evaluate the use of SPED Aides to determine placement and effectiveness each year and make informed decisions on scheduling of these individuals to maximize student success.

A 3.2.1 SMHS SPED Math

The SPED Department and SPED Aides will evaluate each year the placement of Aides to assure the best effectiveness and track student growth. SPED students, like their regular education counterparts, will be provided a variety of both formative and summative assessments to determine understanding of basic skills, progression of skills, solid foundations, and needed interventions. Student progress will be tracked to confirm understanding and promotion. Math standards should be closely monitored for mastery and skills added to build confidence and expand student understanding.

SPED Math Department and SPED Case Managers Dec. 20, 2019

G 4 By spring 2020, SMHS will increase the percentage of students who are proficient in US History.

The US History End of Course exam revealed some missing connections in the following standards: World War II (1936-1945), A Nation in Transition (1950s - 1963), and The Modern United States (1960s - present day)

Performance Measure

Formative and summative assessments and writing assignments with detailed feedback provided in a timely manner. Careful examination of frequently missed items using GradeCam or other tools to determine re-teaching and re-assessment as needed.

Sections

- Academic Achievement & Growth

S 4.1 SMHS US History

SMHS Social Studies Department will examine implementation of the curriculum and instruction offered to assure alignment with the state's standards.

Benchmark Indicator

Formative and summative exams administered to students should be consistent and aligned between all instructors of US History. Each semester a review of standards covered should be examined for pacing, student understanding and mastery of the content.

A 4.1.1 Pacing and Prioritizing US History Standards

The Social Studies Department and US History Instructors will systematically examine the standards and aligned pacing of the course to assure the standards are prioritized and reflect the difference in importance and value of standards by devoting adequate time to each skill required according to the State and assessed on the EOC.

Person Responsible	Estimated Completion	Funding Sources
Social Studies Chair, Social Studies Department and US History Teachers	Dec. 20, 2019	

G 5 Teacher Retention

With a decline in effective teacher candidates nationally, statewide, regionally, and locally, Cumberland County and Stone Memorial will require more teachers as time progresses. A purposeful approach must be taken to assure recruitment and retention of quality teachers for our students.

Performance Measure

At the conclusion of each year, evaluate recruitment and retention methods and measures to assure effectiveness.

Sections

- Educators

S 5.1 SMHS Teacher Retention

SMHS Administration will track how many teacher hires are obtained by which method (job fairs, emails, postings, etc.) in order to inform more effective recruitment efforts.

Benchmark Indicator

In working with HR at Central Services, SMHS Administration will evaluate recruitment efforts to identify the methods that yield the most success and improve upon the recruitment events for the future. This will occur at the end of each fiscal year.

A 5.1.1 Recruitment Spreadsheet

Staff in HR and SMHS Administration will work together to create a spreadsheet and enter candidate information from each recruitment method to document the number(s) of teachers recruited from each event.

Person Responsible	Estimated Completion	Funding Sources
HR supervisor and SMHS Administration	June 30, 2020	

A 5.1.2 Recruitment Data Analysis

HR Department and SMHS Administration will review recruitment data from the recruitment spreadsheet at the end of the hiring season to determine which events were more effective and resulted in more teacher contracts. The results of the analysis will be discussed and changes to the next year's recruitment process and events will be adjusted as needed.

Person Responsible	Estimated Completion	Funding Sources
HR, SMHS Administration	June 30, 2020	

A 5.1.3 Exit Interviews

SMHS Administration will conduct exit interviews with teachers leaving the school to determine the factors leading to the decision to leave the school and/or district. Patterns will be examined and shared with

HR and the teacher mentoring program to provide any necessary adjustments in regards to new teacher training and support.

Person Responsible   **Estimated Completion Funding Sources**

HR, SMHS Administration, Lead Teacher Mentor June 30, 2020

Reflection Questions

Disciplinary Practices

Describe 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 in the school.

Administration reviews student discipline data twice per year (minimum) to identify patterns within student infractions and administrator percentages for handling incidents. We examine teacher referrals based on frequency, type of infraction, and students referred to provide insights and offer supports such as classroom management, peer supports from neighboring teachers with exemplary classroom management. Students with frequent discipline infractions would be discussed to determine the types of unwanted behaviors, where these behaviors occurred, when the behaviors occurred, and the punishment assigned. The next punishment options would be discussed and whether a parent/student meeting is required. The school leadership team provided feedback based on consistent past student discipline data in order to develop steps to reduce lost instructional time. The team shared that tardies and cellphone violations led the way with the highest offenses. As a result, banning outside food and beverages was discussed as an option to curb morning tardies since many student drivers stop prior to arrival resulting in first block tardies. Many agreed that examining patterns of the teachers writing referrals and the frequency of certain offenses could provide some insight into some need for classroom management supports and future professional development. The consensus of the group was that punishments should not remove students from class. Shared Google docs with the blocks attending ISS and afterschool detention would be shared with the staff so that teachers would be informed and could assign work ahead of time and add value to the student's time in ISS and/or detention. One teacher mentioned a concern about students of low economic status being assigned afterschool detention and struggles with transportation and therefore alternative discipline would need to be considered.

Connects to:

- 3 Tiers of Attendance Intervention

Safe, Supportive, and Healthy Environments

Describe the priority needs for providing safe, supportive, and healthy environments in all schools and how the school will meet those needs.

We will provide ongoing, collaborative strategies to ensure a safe and healthy environment. We will create a learner-centered environment that includes providing safe spaces, healthy starts, positive relationships and the culture that promotes the building of positive relationships. SMHS has shown great improvement in reducing serious violations of discipline with the decrease in expulsions and remands to the alternative school. Suspensions were on the slight increase from the previous year, this could also be considered due to more consistent enforcement of the rules and regulations and dealing with issues proactively. SMHS takes steps to assure safety and always follows proper drill schedules and encourages teachers and students to take drills seriously. SMHS has increased the numbers of AEDs on campus and offered training to all staff professional staff members. We have changed the student parking arrangement to offer more space between rows and hence lowered the amount of accidents in the parking area. Coaches of extra-curricular activities have completed trainings in sudden-cardiac arrest, concussion protocol, and first-aid treatment. Students who are enrolled in CTE courses must first pass a safety test prior to working in the shop areas and with tools. Each area of the school is inspected regularly to ensure safety standards are met. Custodians and administration discuss issues with the facility and quickly tend to any deficiencies. Beginning three years ago, six minutes of exercise has been implemented into the school day allowing for students to practice healthy habits of exercise. One of the most important responsibilities of any school is to provide a safe, supportive, and healthy environment for students. A safety committee would regularly assess and address

any trouble spots and provide input on corrective actions. The safety committee would include representatives from each corridor of the building, as well as our full-time School Resource Officer. The new RAPTOR system allows for screening of visitors and notifies the SRO of any concerns prior to the visitor's admittance to the building. One staff member suggested using role playing activities for staff to train for school safety scenarios. Building and maintaining positive relationships with students should continue to be a focus by providing connections and a support system to remain in school and ensuring students refrain from drug and alcohol abuse. Our school should create small learning environments, remove economic barriers to school participation and engagement, provide service learning opportunities, engage parents and community members, conduct home visits, assist students and families in need of social services, and make our school available as a community center.

Connects to:

- SMHS transition to Phoenix HS
- SMHS CTE and EPSO Alignment
- 3 Tiers of Attendance Intervention

Integration of Technology in the Classroom

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges?

By the end of the first nine-weeks this year, ¾ of SMHS students will have access to Chromebooks. Our building has excellent Wi-Fi service throughout and supports for Chromebook repairs and troubleshooting. More teachers have embraced Google Classroom and have integrated the tool in their daily routines. Some teachers have yet to fully utilize the Google Classroom platform and several members of the school leadership team believe it would have to become a requirement before we would witness full school-wide implementation. The use of DyKnow has been an excellent tool to monitor Chromebook use and assure students are not abusing the machines. DyKnow and other software has allowed teachers to detect plagiarism, monitor websites visited and make certain students remain on task. Additionally, not all students have internet access at home and teachers have to be aware of these obstacles when assigning research-based projects outside of school hours. Several leadership team members mentioned additional Google Classroom training for not only teachers, but also students. By implementing school-wide Google Classroom requirements, students could start with a beginning level course and increase their use and knowledge yearly throughout high school.

Connects to:

- SMHS Career Exploration

Family and Community Engagement

Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English Learners.

Skyward has been a tool to keep parents in the loop regarding their student's grades, attendance, and discipline. The robo-call system is utilized to notify parents of various events (parent/teacher conferences, etc.). Last year we used the Remind app, but have transitioned to the BAND app with groups for teachers/staff, students, and parents. The BAND app keeps subscribers informed about daily and upcoming events and announcements. The school website, Facebook, Instagram, local newspaper and radio have been utilized to get information out to the public as well. Some leadership team members mentioned expanding

open house or a student/parent sporting event to include food and prizes to increase participation and involvement. Our school has a Spanish speaking administrator and a few other staff members that can help with communications with non-English speakers. More emphasis should be planned for activities to help with the engagement of families of English Learners. As a county-wide department, ELL teachers will meet regularly to discuss outreach and ways to engage these families in our school and community.Collaboration between feeder schools to involve families of ELL students will be discussed with programs, athletic events, social gatherings to welcome and include non-English speaking families to participate in SMHS functions. We will expand our student mentoring program to include a bilingual cohort to assist with Spanish speaking families to be more active in their child's education. The structure would be an extension of the OASIS club and offer support to students with little to no acquisition of the English language by providing a mentor to help guide these students through their schooling.

Connects to:

- ELA Vertical Content and Curriculum Alignment
- English Learner's Individualized Learning Plan
- SMHS WBL/Co-op

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.

Professional development is the cornerstone of successful instruction. It is extremely important for teachers and administrators to stay on top of new, advancing, and meaningful instruction. Our cliental is continually changing and evolving, so we cannot continue to teach in stagnant ways. Attending trainings on a local, state, and national level allows staff to stay on top of the best practices in education. When teachers return from conferences and trainings, the expectation is to share their new information with peers, often at a staff meeting or inservice day. By providing new teaching methods and research, teachers will be able to change up instructional methods and evolve with the needs of our current and future students. As attention spans change, so will delivery methods, activities and materials. Some recommended professional development from the leadership team included: how to motivate the higher learners, department-wide PD, and training on child psychology. Next year we will have a full one-to-one implementation of Chromebooks across our student body, therefore numerous technology PD opportunities will be offered to familiarize our teachers with how to maximize the use of Chromebooks in their daily/weekly plans.

Connects to:

- ELA Vertical Content and Curriculum Alignment
- Pacing and Prioritizing US History Standards
- SMHS Algebra 1
- Recruitment Spreadsheet
- SMHS Career Exploration
- EPSO Tracking
- Advisement

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.

Our school reviews the needs of each individual student through testing and data analysis. Through the use of the RTI2 program, students are able to demonstrate their academic abilities and are assigned to take remedial classes at three different levels for English and Math. Should a student not require remedial classes, the student is offered ACT prep classes or other classes that support the need of that child. Our school provides a network of mentors to ensure that our new teachers are provided with adequate supports and grow at the fastest rate possible. Our new teachers would benefit from ample opportunities to shadow experienced teachers, have access to meaningful professional development, and smaller class sizes if possible. The CTE department offers many practical, hands-on courses to attract and motivate students, especially low-income students and the Special Education population. SMHS teacher effectiveness is studied each year to look at their growth and impact on our students. Special care is taken to align the most effective teachers with students of the greatest need. Economically disadvantaged students, minority students, ELL students, at-risk students are carefully placed to maximize their growth. Teacher certifications can sometimes place limitations on course assignments, however consideration of teacher effectiveness is always a top factor when discussing course placement in the planning stages in the Spring.

Connects to:

- English Learner's Individualized Learning Plan
- Recruitment Spreadsheet
- Recruitment Data Analysis
- Exit Interviews

School Plan Assurances

The school hereby assures the Tennessee Department of Education (TDOE) 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