

SHORT TERM ACTION PLAN

FALL 2026

Goal:	By May 2027 100% of all teachers will be trained to effectively implement and monitor Tier 1 Instruction, resulting in increased instructional quality and improved student academic outcomes, as measured by classroom observation data, common assessments, and state accountability measures.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Implement Teacher Clarity practices by providing professional learning on learning targets, success criteria, formative assessment, and student feedback. Teachers will consistently post and reference learning intentions and success criteria during instruction.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	- Classroom walkthrough data, - Lesson plans, - Teacher self-reflections, - Observation feedback	Choose an item.
	Intended Outcomes:	➤ 100% of teachers participate in Tier 1 instructional professional learning. ➤ Teachers will review student data to identify instructional needs of students ➤ Teachers will develop the skillset to create effective learning targets ➤ Teachers will demonstrate the skillset to create effective formative assessments					
Strengthen Professional Learning Communities (PLCs) by establishing a structured PLC process focused on analyzing student data, planning Tier 1 instruction, developing common assessments, and identifying	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	- PLC agendas, meeting minutes - Data analysis protocols - Common assessments - Instructional plans	Choose an item.
	Intended Outcomes:	➤ PLCs will consistently use student data to inform instruction and interventions. ➤ Teachers will use data to create student groups based on student interest, need, or skill-level; student groups are changed based on the data. ➤ Teachers will use the data team process to develop common assessments and identify intervention strategies					

intervention strategies.		➤ Established structure for improving instructional planning, delivering quality instruction and monitoring student progress.					
Implement Literacy Across the Curriculum by integrating reading, writing, speaking, and vocabulary strategies into all content areas. Provide teachers with discipline-specific literacy resources and coaching.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Literacy Coach, Department Chairs, Teachers	Weekly	• Lesson plans • walkthrough data • student work samples • literacy strategy implementation checklists	Choose an item.
	Intended Outcomes:	➤ Formalize targeted intervention protocols for the STAR Reading "Intervention" and "Urgent Intervention" categories. ➤ Integrating explicit vocabulary instruction, structured academic discourse, and daily formative feedback into the core routine. ➤ Test all students with available software: STAR/IXL ➤ Collaborative planning sessions during common planning time to discuss student Lexile scores and Lexile bands,					
Partner with an external instructional consultants to provide job-embedded coaching, model effective instructional practices, facilitate professional learning, and support school leadership in monitoring implementation.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Principal, District Leadership, External Consultant	Monthly	• Consultant reports • Coaching logs • Model lesson schedules • Implementation recommendations	Choose an item.
	Intended Outcomes:	➤ Classroom observation ratings show annual growth in instructional quality. ➤ Implement adopted evidence-based instructional strategies consistently in all classrooms (Teacher Clarity and RISE) ➤ Streamlining of the planning process to help teachers implement Instructional Clarity, Data-Driven Decisions, and effective strategies that improve instructional delivery and student learning. ➤ Providing instructional support and coaching to the academic team to strengthen teacher development and long-term impact.					
Provide ongoing professional development (PD) aligned to Tier 1 instructional best practices,	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Monthly	• PD agendas • Attendance records • Participant feedback	Choose an item.

differentiated instruction, student engagement, formative assessment, and data-driven instruction.	Intended Outcomes:	➤ Student proficiency and growth increase on district benchmarks and state assessments. ➤ Tiered instructional supports to support all students ➤ Established structure for improving instructional planning, delivering quality instruction and monitoring student progress. ➤ Intentionally adapt our instructional model and evidence-based instructional strategies to meet student needs.				• Classroom implementation evidence	
Use student achievement data to monitor instructional effectiveness by reviewing benchmark assessments, common formative assessments, and state assessment data during PLCs and leadership meetings to adjust instruction and interventions.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Monthly	• Data meeting agendas • Assessment reports • Intervention plans • Student growth data	Choose an item.
	Intended Outcomes:	➤ Student proficiency and growth increase on district benchmarks and state assessments ➤ Achievement gaps among student subgroups decrease over the course of the SIP. ➤ PLCs consistently use student data to inform instruction and interventions					
Monitor implementation fidelity by reviewing walkthrough trends, PLC effectiveness, coaching cycles, and professional learning outcomes each semester. Adjust the SIP action plan based on findings.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Each Semester	• Fidelity checklists, • SIP progress reports, • Leadership meeting minutes, • Annual evaluation	Choose an item.
	Intended Outcomes:	➤ Walkthrough data demonstrate consistent implementation of teacher clarity, literacy strategies, and effective instructional practices. ➤ 100% of teachers participate in Tier 1 instructional professional learning. ➤ Classroom observation ratings show annual growth in instructional quality. ➤ Professional learning for teachers and leaders aligned to evidence-based instructional strategies, standards-based classrooms, curriculum resources & subgroup needs					

Continue to support CTAE/Art/Music/PE activities to enhance student learning and increase student achievement (Repair of equipment and supplies/equipment for CTAE, Art, Music, and PE)	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Literacy Coach, Department Chairs, Teachers	Weekly	• Data meeting agendas • Assessment reports • Intervention plans • Student growth data	Choose an item.
	Intended Outcomes:	➤ Intentionally adapt our instructional model and evidence-based instructional strategies to meet student needs. ➤ Collaborate to provide opportunities for students to engage in interest-driven and self-directed learning. ➤ Introduce content, practice its use with students, and allow students to use content on their own while providing them regular, on-going standards-based feedback.					
Continue to support student learning by providing Increased Learning Time (After-School Tutoring, Credit Recovery, Academic Recovery and Saturday tutoring)	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi - Weekly	• Progress Reports/ Report Cards • Pre-Post data sheets used to design targeted intervention for students not mastering standard(s). • Student Samples	Choose an item.
	Intended Outcomes:	➤ Regularly assess students to see if they are/are not getting the content and act accordingly. ➤ Collaborate to provide opportunities for students to engage in interest-driven and self-directed learning. ➤ Work together with students to create student-driven learning activities that reflect student needs, interests, and the climate and culture of our community.					
Provide books for the classroom and Media Center to enhance Teacher Clarity strategies and learning, to increase Lexile scores and support academic standards (fiction and non-fiction books, e-books, and periodicals)	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Literacy Coach, Department Chairs, Teachers	Each Semester	• Fidelity checklists, • SIP progress reports, • Leadership meeting minutes, • Annual evaluation	Choose an item.
	Intended Outcomes:	➤ Students demonstrating self-efficacy and growth mind-sets. ➤ Professional learning for teachers and leaders aligned to evidence-based instructional strategies, standards-based classrooms, curriculum resources & subgroup needs					

		➤ Introduce content, practice its use with students, and allow students to use content on their own while providing them regular, on-going standards-based feedback.		
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.				
New Birth Outreach Church and American Legion Post 333 - Support student learning by providing Increased Learning Time (After-School Tutoring, Credit Recovery, Academic Recovery and Saturday tutoring) - Support and enhance student learning, and increase student achievement (Instructional Supplies/Equipment/Books for all content areas)				

SHORT TERM ACTION PLAN

FALL 2026

Goal: By May 2027, 100% of the staff will be trained with 80% effectively using the MTSS Processes and PBIS classroom rules/routines to foster positive staff relationships, improve student attendance and increase student achievement as measured by state accountability measures and community/school wide surveys.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Continue to refine the school's MTSS processes and effectively implement a standardized approach for multi-tiered interventions systems and supports	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ MTSS meeting agenda, sign in sheets, and minutes ➤ Lesson plans ➤ Student work samples ➤ Pre and post data sheets	Choose an item.
	Intended Outcomes:	➤ Teachers will through the use of the MTSS process, meet the individual needs of the students and improve student achievement. ➤ Students will through the use of MTSS interventions and strategies improve in classroom and school attendance. ➤ Students will have an increase in the passing rate of core subjects and consequently contribute to an increase in the Graduation Rate.					
Promote inclusiveness, relationship-building and problem-solving skills for at-	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ Data for Identified at-risk students served by Extended	Choose an item.

risk students on (Contracted Services- Restorative Practices)	Intended Outcomes:	➤ Build meaningful relationships with students and Faculty/Staff. ➤ Collaborate to provide opportunities for students to engage in interest-driven and self-directed learning. ➤ Professional development is determined by evaluating data and collaboratively developing a coherent plan to address prioritized needs and goals.				Day/Year teachers ➤ Perception Surveys ➤ Social Media Platforms ➤ PBIS Reward Reports ➤ MTSS Minutes	
Decrease tardiness, skipping and increase student attendance through the MTSS process using strategies and interventions to support and improve student academic achievement.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ Progress Reports/ Report Cards ➤ Pre-Post data sheets used to design targeted intervention for students in the MTSS process ➤ Student Samples	Choose an item.
	Intended Outcomes:	➤ Maintain a culture and climate conducive to learning. ➤ Regularly collect, analyze, and use a variety of data through the MTSS process to make shared decisions about where we must improve and innovate to address adaptive challenges. ➤ Recognize and reward teachers for developing expertise and applying innovative practices in their classrooms. ➤ Agreed upon expectations for behavior, attendance, and learning. The expectations focus on student success and student ownership.					
Continue to implement a PBIS rewards and incentive program for students and teachers to enhance the Positive Behavioral Interventions and support the school wide	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	Perception Surveys Social Media Platforms PBIS Reward Reports	Choose an item.
	Intended Outcomes:	➤ Teachers and students will participate in the PBIS rewards program during the school year. ➤ School – wide celebrations will be held at different intervals of time.					

PBIS framework by purchasing (PBIS Rewards System Software and Review 360)		➤ Students will be able to model the expectations and follow school-wide rules as taught by the school-wide matrix ➤ Continued decrease in discipline referrals, OSS, Tardies, Skippers and students identified as chronically absent					
Ensure the implementation of the PBIS plan is carried out of the PBIS plan is carried out with fidelity ensuring a results-based rewards and recognition program is fully implemented.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	Perception Surveys Social Media Platforms PBIS Reward Reports	Choose an item.
	Intended Outcomes:	➤ Students will be able to model the expectations and follow school-wide rules as taught by the school-wide matrix ➤ Teachers will teach the school-wide PBIS Matrix, expectations, and rules throughout the school year ensuring the PBIS plan is carried out with fidelity ➤ Continued decrease in discipline referrals, OSS, Tardies, Skippers and students identified as chronically absent					
Expand learning beyond the classroom by providing educational competitions that align to academic standards and enhance student learning (travel and registration for students to attend competitions)	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ Progress Reports/ Report Cards ➤ Pre-Post data sheets used to design targeted intervention for students not mastering standard(s).	Choose an item.
	Intended Outcomes:	➤ Maintain a culture and climate conducive to learning. ➤ Regularly collect, analyze, and use a variety of data through the MTSS process to make shared decisions about where we must improve and innovate to address adaptive challenges. ➤ Recognize and reward teachers for developing expertise and applying innovative practices in their classrooms. ➤ Agreed upon expectations for behavior, attendance, and learning. The expectations focus on student success and student ownership.					
Ensure the school-wide teaching matrix is located near the front entrance or in the office area. Poster	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	Perception Surveys Social Media Platforms PBIS Reward Reports	Choose an item.

that include expectations and rules for particular locations in the building (i.e. hallway, restroom, etc.) will be posted in each of those appropriate settings strategically to allow teachers to refer to it while re-teaching. Students are explicitly taught the expectations and rules throughout the year.	Intended Outcomes:	➤ Students will be able to model the expectations and follow school-wide rules as taught by the school-wide matrix ➤ Teachers will teach the school-wide PBIS Matrix, expectations, and rules throughout the school year ensuring the PBIS plan is carried out with fidelity ➤ Continued decrease in discipline referrals, OSS, Tardies, Skippers and students identified as chronically absent					
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
• New Birth Outreach Church and American Legion Post 333 - Support student learning by providing Increased Learning Time (After-School Tutoring, Credit Recovery, Academic Recovery and Saturday tutoring) - Support and enhance student learning, and increase student achievement (Instructional Supplies/Equipment/Books for all content areas)							

SHORT TERM ACTION PLAN

Spring 2027

Goal:	By May 2027 100% of all teachers will be trained to effectively implement and monitor Tier 1 Instruction, resulting in increased instructional quality and improved student academic outcomes, as measured by classroom observation data, common assessments, and state accountability measures.						
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Implement Teacher Clarity practices by providing professional learning on learning targets, success criteria, formative assessment, and student feedback. Teachers will consistently post	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	- Classroom walkthrough data, - Lesson plans, - Teacher self-reflections, - Observation feedback	Choose an item.
	Intended Outcomes:	➤ 100% of teachers participate in Tier 1 instructional professional learning. ➤ Teachers will review student data to identify instructional needs of students ➤ Teachers will develop the skillset to create effective learning targets ➤ Teachers will demonstrate the skillset to create effective formative assessments					

and reference learning intentions and success criteria during instruction.							
Strengthen Professional Learning Communities (PLCs) by establishing a structured PLC process focused on analyzing student data, planning Tier 1 instruction, developing common assessments, and identifying intervention strategies.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	• PLC agendas, meeting minutes • Data analysis protocols • Common assessments • Instructional plans	Choose an item.
	Intended Outcomes:	➤ PLCs will consistently use student data to inform instruction and interventions. ➤ Teachers will use data to create student groups based on student interest, need, or skill-level; student groups are changed based on the data. ➤ Teachers will use the data team process to develop common assessments and identify intervention strategies ➤ Established structure for improving instructional planning, delivering quality instruction and monitoring student progress.					
Implement Literacy Across the Curriculum by integrating reading, writing, speaking, and vocabulary strategies into all content areas. Provide teachers with discipline-	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Literacy Coach, Department Chairs, Teachers	Weekly	• Lesson plans • walkthrough data • student work samples • literacy strategy implementation checklists	Choose an item.
	Intended Outcomes:	➤ Formalize targeted intervention protocols for the STAR Reading "Intervention" and "Urgent Intervention" categories. ➤ Integrating explicit vocabulary instruction, structured academic discourse, and daily formative feedback into the core routine. ➤ Test all students with available software: STAR/IXL					

specific literacy resources and coaching.		➤ Collaborative planning sessions during common planning time to discuss student Lexile scores and Lexile bands,					
Partner with an external instructional consultants to provide job-embedded coaching, model effective instructional practices, facilitate professional learning, and support school leadership in monitoring implementation.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	• Consultant reports • Coaching logs • Model lesson schedules • Implementation recommendations	Choose an item.
	Intended Outcomes:	➤ Classroom observation ratings show annual growth in instructional quality. ➤ Implement adopted evidence-based instructional strategies consistently in all classrooms (Teacher Clarity and RISE) ➤ Streamlining of the planning process to help teachers implement Instructional Clarity, Data-Driven Decisions, and effective strategies that improve instructional delivery and student learning. ➤ Providing instructional support and coaching to the academic team to strengthen teacher development and long-term impact.					
Provide ongoing professional development (PD) aligned to Tier 1 instructional best practices, differentiated instruction, student engagement, formative assessment, and data-driven instruction.						• PD agendas • Attendance records • Participant feedback • Classroom implementation evidence	Choose an item.
	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly		
	Intended Outcomes:	➤ Student proficiency and growth increase on district benchmarks and state assessments. ➤ Tiered instructional supports to support all students ➤ Established structure for improving instructional planning, delivering quality instruction and monitoring student progress. ➤ Intentionally adapt our instructional model and evidence-based instructional strategies to meet student needs.					

Use student achievement data to monitor instructional effectiveness by reviewing benchmark assessments, common formative assessments, and state assessment data during PLCs and leadership meetings to adjust instruction and interventions.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	• Data meeting agendas • Assessment reports • Intervention plans • Student growth data	Choose an item.
	Intended Outcomes:	➤ Student proficiency and growth increase on district benchmarks and state assessments ➤ Achievement gaps among student subgroups decrease over the course of the SIP. ➤ PLCs consistently use student data to inform instruction and interventions					

Monitor implementation fidelity by reviewing walkthrough trends, PLC effectiveness, coaching cycles, and professional learning outcomes each semester. Adjust the SIP action plan based on findings.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	• Fidelity checklists, • SIP progress reports, • Leadership meeting minutes, • Annual evaluation	Choose an item.
	Intended Outcomes:	➤ Walkthrough data demonstrate consistent implementation of teacher clarity, literacy strategies, and effective instructional practices. ➤ 100% of teachers participate in Tier 1 instructional professional learning. ➤ Classroom observation ratings show annual growth in instructional quality. ➤ Professional learning for teachers and leaders aligned to evidence-based instructional strategies, standards-based classrooms, curriculum resources & subgroup needs					
Continue to support CTAE/Art/Music/PE activities to enhance student learning and	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity /	COF	Administration/Instructional Coaches/Teachers	Weekly	• Data meeting agendas	Choose an item.

increase student achievement (Repair of equipment and supplies/equipment for CTAE, Art, Music, and PE)		Minority Student with Disabilities				- Assessment reports - Intervention plans - Student growth data	
	Intended Outcomes:	➤ Intentionally adapt our instructional model and evidence-based instructional strategies to meet student needs. ➤ Collaborate to provide opportunities for students to engage in interest-driven and self-directed learning. ➤ Introduce content, practice its use with students, and allow students to use content on their own while providing them regular, on-going standards-based feedback.					
							Choose an item.

Continue to support student learning by providing Increased Learning Time (After-School Tutoring, Credit Recovery, Academic Recovery and Saturday tutoring)	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	- Progress Reports/ Report Cards - Pre-Post data sheets used to design targeted intervention for students not mastering standard(s). - Student Samples	Choose an item.
	Intended Outcomes:	➤ Regularly assess students to see if they are/are not getting the content and act accordingly. ➤ Collaborate to provide opportunities for students to engage in interest-driven and self-directed learning. ➤ Work together with students to create student-driven learning activities that reflect student needs, interests, and the climate and culture of our community.					
Provide books for the classroom and Media Center to enhance Teacher Clarity strategies and learning, to increase Lexile scores and support academic standards (fiction and non-fiction books, e-books, and periodicals)	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Weekly	- Fidelity checklists, SIP progress reports, - Leadership meeting minutes,	Choose an item.
	Intended Outcomes:	➤ Students demonstrating self-efficacy and growth mind-sets. ➤ Professional learning for teachers and leaders aligned to evidence-based instructional strategies, standards-based classrooms, curriculum resources & subgroup needs					

		➤ Introduce content, practice its use with students, and allow students to use content on their own while providing them regular, on-going standards-based feedback.				• Annual evaluation	
							Choose an item.

If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
New Birth Outreach Church and American Legion Post 333 - Support student learning by providing Increased Learning Time (After-School Tutoring, Credit Recovery, Academic Recovery and Saturday tutoring) - Support and enhance student learning, and increase student achievement (Instructional Supplies/Equipment/Books for all content areas)							

SHORT TERM ACTION PLAN

Spring 2027

Goal: By May 2027, 100% of the staff will be trained with 80% effectively using the MTSS Processes and PBIS classroom rules/routines to foster positive staff relationships, improve student attendance and increase student achievement as measured by state accountability measures and community/school wide surveys.							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
Continue to refine the school's MTSS processes and effectively implement a standardized approach for multi-tiered interventions systems and supports	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ MTSS meeting agenda, sign in sheets, and minutes ➤ Lesson plans ➤ Student work samples ➤ Pre and post data sheets	Choose an item.
	Intended Outcomes:	➤ Teachers will through the use of the MTSS process, meet the individual needs of the students and improve student achievement. ➤ Students will through the use of MTSS interventions and strategies improve in classroom and school attendance. ➤ Students will have an increase in the passing rate of core subjects and consequently contribute to an increase in the Graduation Rate.					
Promote inclusiveness, relationship-building and problem-solving skills for at-risk students on (Contracted Services-Restorative Practices)	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ Data for Identified at-risk students served by Extended Day/Year teachers ➤ Perception Surveys	Choose an item.
	Intended Outcomes:	➤ Build meaningful relationships with students and Faculty/Staff. ➤ Collaborate to provide opportunities for students to engage in interest-driven and self-directed learning.					

		➤ Professional development is determined by evaluating data and collaboratively developing a coherent plan to address prioritized needs and goals.				➤ Social Media Platforms ➤ PBIS Reward Reports ➤ MTSS Minutes	
Decrease tardiness, skipping and increase student attendance through the MTSS process using strategies and interventions to support and improve student academic achievement.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ Progress Reports/ ➤ Report Cards ➤ Pre-Post data sheets used to design targeted intervention for students in the MTSS process ➤ Student Samples	Choose an item.
	Intended Outcomes:	➤ Maintain a culture and climate conducive to learning. ➤ Regularly collect, analyze, and use a variety of data through the MTSS process to make shared decisions about where we must improve and innovate to address adaptive challenges. ➤ Recognize and reward teachers for developing expertise and applying innovative practices in their classrooms. ➤ Agreed upon expectations for behavior, attendance, and learning. The expectations focus on student success and student ownership.					
Continue to implement a PBIS rewards and incentive program for students and teachers to enhance the Positive Behavioral Interventions and support the school wide PBIS framework by purchasing (PBIS Rewards System Software and Review 360)	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ Perception Surveys ➤ Social Media Platforms ➤ PBIS Reward Reports	Choose an item.
	Intended Outcomes:	➤ Teachers and students will participate in the PBIS rewards program during the school year. ➤ School – wide celebrations will be held at different intervals of time. ➤ Students will be able to model the expectations and follow school-wide rules as taught by the school-wide matrix ➤ Continued decrease in discipline referrals, OSS, Tardies, Skippers and students identified as chronically absent					

Ensure the implementation of the PBIS plan is carried out with fidelity ensuring a results-based rewards and recognition program is fully implemented.	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ Perception Surveys ➤ Social Media Platforms ➤ PBIS Reward Reports	Choose an item.
	Intended Outcomes:	➤ Students will be able to model the expectations and follow school-wide rules as taught by the school-wide matrix ➤ Teachers will teach the school-wide PBIS Matrix, expectations, and rules throughout the school year ensuring the PBIS plan is carried out with fidelity ➤ Continued decrease in discipline referrals, OSS, Tardies, Skippers and students identified as chronically absent					
Expand learning beyond the classroom by providing educational competitions that align to academic standards and enhance student learning (travel and registration for students to attend competitions)	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ Progress Reports/ Report Cards ➤ Pre-Post data sheets used to design targeted intervention for students not mastering standard(s).	Choose an item.
	Intended Outcomes:	➤ Maintain a culture and climate conducive to learning. ➤ Regularly collect, analyze, and use a variety of data through the MTSS process to make shared decisions about where we must improve and innovate to address adaptive challenges. ➤ Recognize and reward teachers for developing expertise and applying innovative practices in their classrooms. ➤ Agreed upon expectations for behavior, attendance, and learning. The expectations focus on student success and student ownership.					
Ensure the school-wide teaching matrix is located near the front entrance or in the office area. Poster that include expectations and rules for particular locations in the building (i.e. hallway, restroom, etc.) will be	Strong	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities	COF	Administration/Instructional Coaches/Teachers	Bi-Weekly	➤ Perception Surveys ➤ Social Media Platforms ➤ PBIS Reward Reports	Choose an item.
	Intended Outcomes:	➤ Students will be able to model the expectations and follow school-wide rules as taught by the school-wide matrix ➤ Teachers will teach the school-wide PBIS Matrix, expectations, and rules throughout the school year ensuring the PBIS plan is carried out with fidelity ➤ Continued decrease in discipline referrals, OSS, Tardies, Skippers and students identified as chronically absent					

posted in each of those appropriate settings strategically to allow teachers to refer to it while re-teaching. Students are explicitly taught the expectations and rules throughout the year.							
	Intended Outcomes:						Choose an item.
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
New Birth Outreach Church and American Legion Post 333 - Support student learning by providing Increased Learning Time (After-School Tutoring, Credit Recovery, Academic Recovery and Saturday tutoring) - Support and enhance student learning, and increase student achievement (Instructional Supplies/Equipment/Books for all content areas)							

YEAR 1

PROFESSIONAL DEVELOPMENT PLAN 2026 – 2027				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method
PD Day #1	MTSS/PBIS/Teacher Clarity/CCRPI	Instructional and Climate	COF	PLC sign-in sheets, SEL (IFT Meeting) walk-throughs, PBIS walk-throughs, SWIS Data, universal screeners, common formative and summative assessments, TKES walk-throughs, focus walks, PBIS EOY report, MTSS Reports
PD Day #2	MTSS/PBIS/Teacher Clarity/CCRPI	Instructional and Climate	COF	PLC sign-in sheets, SEL (IFT Meeting) walk-throughs, PBIS walk-throughs, SWIS Data, universal screeners, common formative and summative assessments, TKES walk-throughs, focus walks, PBIS EOY report, MTSS Reports
PD Day #3	MTSS/PBIS/Teacher Clarity/CCRPI	Instructional and Climate	COF	PLC sign-in sheets, SEL (IFT Meeting) walk-throughs, PBIS walk-throughs, SWIS Data, universal screeners, common formative and summative assessments, TKES walk-throughs, focus walks, PBIS EOY report, MTSS Reports
PD Day #4	MTSS/PBIS/Teacher Clarity/CCRPI	Instructional and Climate	COF	PLC sign-in sheets, SEL (IFT Meeting) walk-throughs, PBIS walk-throughs, SWIS Data, universal screeners, common formative and summative assessments, TKES walk-throughs, focus walks, PBIS EOY report, MTSS Reports

SHORT TERM ACTION PLAN

FALL 2027

Goal:							
	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
Action Steps						Progress Monitoring Method, Frequency & Artifacts	Status
							Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.
	Intended Outcomes:						Choose an item.
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
•							

SHORT TERM ACTION PLAN

SPRING 2028

Goal:							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
•							

YEAR 2

PROFESSIONAL DEVELOPMENT PLAN 2027– 2028				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method

SHORT TERM ACTION PLAN

FALL 2028

Goal:							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
							Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.
	Intended Outcomes:						Choose an item.
							Choose an item.
	Intended Outcomes:						Choose an item.
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
•							

SHORT TERM ACTION PLAN

SPRING 2029

Goal:							
Action Steps	Evidence Level (Strong, Moderate, Promising, Rationale)	Impacted Subgroup(s)	Funding Source(s)	Position(s) Responsible	Implementation Timeline (do not use ongoing)	Evaluation of Implementation & ROI	
						Progress Monitoring Method, Frequency & Artifacts	Status
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
	Intended Outcomes:						Choose an item.
If applicable, what partnerships with universities/colleges, businesses, non-profits, community organizations or any private entities with a demonstrated record of success is the school partnering with to carry out any of the above action steps? Identify which action step for any identified partnerships.							
•							

YEAR 3

PROFESSIONAL DEVELOPMENT PLAN 2028– 2029				
Offerings	Training Topic(s)	SIP Goal(s) Addressed	Funding Source(s)	Progress Monitoring Method