Havenview Middle Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts: Havenview Middle School will increase Reading/Language Arts met plus exceeding rates for grades 6-8 from 11.4% in 2023 to 17% in 2025. Plus, a reduction of 6.25% of Below or Approaching students for grade 6-8.

Havenview Middle School **will increase Reading/Language Arts met plus exceeding rates for grades 6-8 from **11.4% in 2023 to **17% in 2025**. Plus, a reduction of 6.25% of Below or Approaching students for grade 6-8.

Memphis-Shelby County Schools will increase ELA meeting or exceeding expectations proficiency rates in all grades from 21.6% in 2023 to 31.4% in 2025; 3-5 from 24.2% in 2023 to 33.7% in 2025; 6-8 from 18.4% in 2023 to 28.6% in 2025 and 9-12 from 27.0% in 2023 to 36.1% in 2025.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

School-Based Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Supporting Data** School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA. **Supporting Evidence** Tier 1	**[A 1.1.1] Support rigorous learning environments for all students.** * Provide supplies, materials, equipment, software (IXL, All-in Learning, Goldbook, Readworks, StudyIsland,Measuring up books, NewsELA, A-Reading, LearningFarm, BrightStorm, ScanningPens, etc.) for teachers and students in order to provide effective classroom instruction, interventions, and environment that is conducive for successful student outcomes and stronger improvement for our struggling readers, non-readers, and students not on grade level. * Strengthen technology-infusion through the use of All-in-One Learning Clickers (with nightly sync with SIS) in all core classes for instant assessment feedback, access to student computers, and classroom computers' station for effective implementation of research-based instruction. * Provide computer labs for each grade level for additional intervention and assessments. Ensure	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Technology Coordinator - Dorothy Williams Hudson, ELA Teachers	05/23/2025		

Hyperlink: What We Know and Where We Need to Go High Quality Curriculum and System Improvement <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf> <https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf> **Benchmark Indicator** **Benchmark Indicator** **Implementation ** Formative Assessments - Quarterly Classroom debriefing and protocol document - Weekly Lesson Plans - Weekly Teacher evaluation (TEM) scores and reports- quarterly Analysis of student work - weekly **Effectiveness ** Students should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Weekly classroom observations using the Classroom Walkthrough Protocol and Debriefing Document indicate that at least 80% of core content area teachers bi-weekly demonstrate the ability to effectively implement the identified instructional shifts outlined in the TEM rubric and	proper and consistent utilize of One-to-One Device and school laptops for the learning and assessments. * Provide 6th, 7th, and 8th ELA students the opportunity to improve academically by gaining insight and deep understanding through field trips experiences as it relates to reading context, making real world connections, historical connections for information text, and in alignment with ELA standards and/or performance practices. * Implement specialized intervention camps for students on select weekends, non-instructional days, and/or during the summer to increase student academic readiness and enrichment.				

gauge the implementation of standards-aligned instruction. Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices submitted with 100% participation. Network and school walkthrough data will be monitored for 80% standard aligned core instructional implemented with fidelity at 2 per teacher per semester. TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards, that will result in a 5% increase on nine week student grades.					
	[A 1.1.2] Use of common formative assessments and data trackers to continuously measure student progress Grade level/content specific common formative assessments (quarterly) and collaboratively created teacher biweekly common assessment that aligned with TN State Standards. Use of Data Trackers by teachers and students to monitor academic progress towards meeting/exceeding school and individual students' measurable goals. The teacher will analyze multiple data sources, use the results to provide timely feedback to share with students and parents, implement reteaching strategies, and incorporate needed interventions. The students will also document their own progress on assessments plus setting individual goals/target via Student Data Tracker. Utilize high quality assessment / intervention software that supports curricula, and can effectively track and evaluate student progress, generate detailed reports, and provide data-driven insights to inform instructional decisions in all	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Technology Coordinator - Dorothy Williams Hudson, ELA Teachers, Instructional Coach(s)	05/23/2025	SSIG 1.0	

		Reading/Language Arts classes and Social Studies classes. Plus, increase access to technology for assessments and intervention in existing computer labs. (IXL, All-in Learning, Goldbook, Readworks, StudyIsland, Measuring up books, NewsELA, ScanningPens, etc.) **Implementation** Formative Assessments Classroom debriefing and protocol document and data Teacher evaluation (TEM) scores and reports Teacher-created assessments Intervention programs/software Data Tracker Reports **Effectiveness** • Student shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of student meeting or exceeding expectations on the Mock Assessment. • Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. • Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) administered weekly by teachers. • Students shall increase growth have at least 40%				

	of growth and/or improved placement on intervention programs (IReady, Study Island, etc.) • Teachers will track and monitor data biweekly with 100% consistency.				
	[A 1.1.3] Conduct weekly classroom observation and feedback. Utilize formal (TEM rubric) and informal observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and that evidenced based strategies are used to address varying student needs. Plus, the opportunity for Peer Observations of within and outside the school.	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Technology Coordinator - Dorothy Williams Hudson, ELA Teachers, Instructional Coach(s)	05/23/2025		
	[A 1.1.4] Access to rigorous curriculum Provide a curricula framework for teachers with curriculum maps, Interpretation and Resource Guide, and Reading Prescription that outline essential knowledge and skills needed to master ELA TN State Standards Incorporate Cross-curriculum instructional concepts and resources with support from non-ELA content especially Social Studies and other non-core or STEAM based class and in order to bring a deeper understanding of academic vocabulary and Literacy standards.	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Technology Coordinator - Dorothy Williams	05/23/2025		

		Hudson, ELA Teachers, Instructional Coach(s)			
	[A 1.1.5] Provide content support Use district ELA Instructional Coaches, school-based Professional Learning Communities Coach, and new teacher mentors to provide direct support to targeted teachers to improve literacy instructional practices and proper utilization of instruction time in classrooms. Additional Educational Assistant to help with interventions especially for at-risk students and collection/analysis of data	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Instructional Coaches, Mentors	05/23/2025		
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80%	**[A 1.2.1] Support provided by Instructional Leaders** **Brief Description** Weekly PLCs, grade level, and/or content meetings led by PLC coach, instructional coach and/or team lead to provide support based on evaluations, walk-through trends, and needs assessment provided by teachers. **Implementation** * Weekly Coaching and Mentoring opportunities through faculty presentations, help sessions, weekly observations including peer observations in order to allow teachers the chance to share and model successful strategies with colleagues. * Monthly school-based PD sessions and district PD opportunities will provide targeted training for teachers that should result in more effective daily instructional practices that should be observed	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, ELA Teachers, Instructional Coach(s)	05/23/2025		

standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal. New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.	during weekly observations. * School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. * Collaborative planning will be embedded daily in the instructional day for effective instructional planning for each content area for by grade level. In addition, a weekly collaborative planning session will be scheduled to allow instructional coaches/support to provide feedback and guidance. Content meetings will also occur monthly to ensure vertical and school-wide alignment and implementation. * New teacher professional learning support is conducted weekly and/or as needed to ensure collegial support is offered to each new hire. **Effectiveness** * School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. * Collaborative planning will be embedded daily in the instructional day and weekly collaborative planning session will have a goal of 100% attendance rate. The monthly Content meetings will have at least 90% attendance rate. * New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in order to build and maintain 100% of our new				

	teachers in the profession.				
	* Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations.				
	* Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.				
	* Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices.				
	* Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.				
	* Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation.				
	* Instructional Leadership Team (ILT) meetings are conducted once a month at 90% attendance.				
	* Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) and schoolwide/district assessments.				
	* Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (IReady, Study Island, etc.)				

[A 1.2.2] Conduct Observations/Learning Walks **Brief Description** Learning walks and observations (formal, informal, peer, mentors, …) to reflect on what was observed in order to provide feedback and strategies to improve instruction. **Implementation** Weekly informal observations (District Classroom Walkthrough Protocol, HMS Quick Observation Forms, etc.) will be used to monitor teachers' delivery of objective-driven lessons and determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. **Effectiveness** * Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. * New teacher professional learning support is	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, ELA Teachers, Instructional Coach(s), Mentors	05/23/2025		

	conducted weekly or more if needed to ensure collegial support is offered to each new hire in order to build and maintain 100% of our new teachers in the profession. * Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. * Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) and schoolwide/district assessments. * Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (IReady, Study Island, etc.)				
	[A 1.2.3] Provide instructional support. **Brief Description** The district coaches, site-based content lead, PLC coach, Instructional Facilitator, and administrative content leads will provide content coaching and in class support for teachers as needed as well as facilitate PD and PLCs when indicated for teachers throughout the year. Plus, provide support during collaborative planning and help sessions. **Implementation** Weekly Coaching and Mentoring opportunities through faculty presentations, help sessions, weekly observations including peer observations in order to allow teachers the chance to share and model successful strategies with colleagues. Monthly school-based PD sessions and district PD opportunities will provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations.	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, ELA Teachers, Instructional Coaches, Mentors	05/23/2025		

| | School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information.

Collaborative planning will be embedded daily in the instructional day for effective instructional planning for each content area for by grade level. In addition, a weekly collaborative planning session will be scheduled to allow instructional coaches/support to provide feedback and guidance. Content meetings will also occur monthly to ensure vertical and school-wide alignment and implementation.

New teacher professional learning support is conducted weekly and/or as needed to ensure collegial support is offered to each new hire.

Effectiveness

* School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information.

* Collaborative planning will be embedded daily in the instructional day and weekly collaborative planning session will have a goal of 100% attendance rate. The monthly Content meetings will have at least 90% attendance rate.

* New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in | | | | |

	order to build and maintain 100% of our new teachers in the profession. * Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. * Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. * Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation. * Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) and schoolwide/district assessments. * Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (IReady, Study Island, etc.)			
	[A 1.2.4] Offer Professional Develop Opportunities	Title I PLC Coach -	05/23/2025		

	Brief Description	Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers, Instructional Coaches, Mentors			
	Professional development opportunities/conferences facilitated by the school, district, state, region and/or national that addresses, but not limited to, TN Subject area Standards, cross-curriculum core support subjects (Social Studies and STEAM), building teacher capacity, strengthen content-area effectiveness, software usage, technology-infusion, All-In-One Learning, Gradual Release, classroom management, and other topics, instructional practices, and/or research-based strategies suggested by Professional Development, Professional Learning Communities, Coaching/Mentoring surveys and observations. These will be offered to all general, SPED teachers, and support instructional staff to incorporate best practices in English instruction.				
	Implementation				
	Provide opportunities for faculty to participate in quality conferences/training outside of the school building as part of building teacher capacity. As follow-up to the training, participants will present and share information in support of school-wide growth. Content and Admin will observe classroom to capture use.				
	Effectiveness				
	* School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information.				
	* Collaborative planning will be embedded daily in the instructional day and weekly collaborative planning session will have a goal of 100%				

	attendance rate. The monthly Content meetings will have at least 90% attendance rate. * New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in order to build and maintain 100% of our new teachers in the profession. * Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. * Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. * Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.				
	[A 1.2.5] Provide targeted learning opportunities for new, novice, and/or uncertified teachers. **Brief Description** Weekly new teacher mentoring sessions to provide additional support related to academic, culture, climate, and processes to build teacher's capacity and specialized professional development. **Implementation**	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and	05/23/2025		

			Dr. Viola Perry, Teachers, Instructional Coaches, Mentors			
	The New Teacher Program will follow the guidelines provided by the district. In addition, school-level instructional coaches will observe, help model instruction, lead PLCs, etc. in order to build teaching capacity. **Effectiveness** * New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in order to build and maintain 100% of our new teachers in the profession. * School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. * Collaborative planning will be embedded daily in the instructional day and weekly collaborative planning session will have a goal of 100% attendance rate. The monthly Content meetings will have at least 90% attendance rate. * Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. * Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Weekly Lesson Plans should be at minimum 80%					

	aligned to a grade-level standard and district instructional practices. * Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation.				
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	**[A 1.3.1] Provide supplies, materials and academic programs to increase student performance** **Brief Description** Purchase/provide needed instructional supplies, materials, academic programs/software, and updated technology to increase student performance and support good first teaching. **Implementation** Resources will be distributed to teachers for student instructional use. **Effectiveness** * Students shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of students meeting or exceeding expectations on the Mock Assessment. * Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written), school-wide assessment, and district quarterly assessments.	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry,	05/23/2025		

	* Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, Study Island, etc.) * Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery. * Weekly review of data reports should be implemented with 100% fidelity and students' performance shall be 70% or above OR have at least 5% percent growth otherwise at least one additional intervention shall be implemented. * Teachers will track and monitor data biweekly with 100% consistency.				
	[A 1.3.2] Implement Response to Intervention **Brief Description** Utilize diagnostic tool (iReady) and other sources of data to identify students in bottom 10% in need of Tier II or Tier III intervention, provide computer-based and small group instruction based on skill deficits recommended, and offer foundational literacy support to targeted students. **Implementation** •Monthly progress monitoring data review of students' performance in targeted intervention (IReady,..) to determine next steps of intervention support in an effort to get students to grade level. Twenty-day fidelity checks to monitor student progress in reaching benchmark goals according to their learning path in iReady. **Effectiveness** * Weekly and 20-day review of data reports should be implemented with 100% fidelity and students' performance shall be 70% or above OR have at least 5% percent growth otherwise at least one	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers, Instructional Coaches, Interventionist – Linda Henderson Davis	05/23/2025		

	additional intervention shall be implemented. * Teachers will track and monitor data biweekly with 100% consistency. * Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, Study Island, etc.) * Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery.				
	[A 1.3.3] Address Learning Gap **Brief Description** Provide additional learning opportunities through Extended Learning Programs (after-school tutoring, Saturday School, Tiger Tutorial Time, Zeros aren't Permitted (ZAP), Homework Center, Summer Enhancement Program, etc) for students at-risk of failing based on data from progress reports, report cards, progress monitoring, and teacher recommendations. **Implementation** School will provide after-tutoring and Saturday opportunities. Plus, for students that failed a class they will have to chance to participate in ZAP to improve the grade. **Effectiveness** * Weekly review of grade reports with 100% consistency for students in after-school tutoring programs and/or other Extended Learning Programs to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. * Students shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of students	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers, Instructional Coaches, Interventionist-Linda Davis	05/23/2025		

	meeting or exceeding expectations on the Mock Assessment. * Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written), school-wide assessment, and district quarterly assessments. * Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, Study Island, etc.) * Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery. * Weekly review of data reports should be implemented with 100% fidelity and students' performance shall be 70% or above OR have at least 5% percent growth otherwise at least one additional intervention shall be implemented.			
	[A 1.3.4] Provide Parental Support **Brief Description** Develop and conduct school- based parent center programs, trainings, and meetings that are aligned with the academic needs of the students in order to increase the parent's ability to support the child's academic achievement. **Implementation** Provide monthly parental activities that support academics achievement. **Effectiveness** * Quarterly PD conducted sessions for volunteers and parents with at least 20% of parental attendance based on the number of active students OR at least an increase of 20% from previous year.	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers, Family Engagement Specialist – Issac White	05/23/2025	

| | * Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc.

* Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.

* Weekly review of grade reports with 100% consistency for students in after-school tutoring programs and/or other Extended Learning Programs to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. | | | | |

[G 2] Mathematics: Havenview Middle School will increase Mathematics met plus exceeding rates for grades 6-8 from 9.5% in 2023 to 15.5% in 2025. Plus, a reduction of 6.25% of Below or Approaching students for grade 6-8.

Havenview Middle School will increase **Mathematics** met plus exceeding rates for grades 6-8 from** 9.5% in 2023 to 15.5% in 2025. **Plus, a reduction of 6.25% of Below or Approaching students for grade 6-8.

Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 18.2% in 2023 to 28.4% in 2025; 3-5 from 22% (2023) to 31.7% (2025); 6-8 from 13.5% (2023) to 25.4% (2025); and 9-12 from 11.7% (2023) to 21.5% (2025).

Performance Measure
Implementation

Formative Assessments - Quarterly

Classroom debriefing and protocol document - Weekly

Lesson Plans - Weekly

Teacher evaluation (TEM) scores and reports-quarterly

Analysis of student work - weekly

Effectiveness

Students should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.

Weekly classroom observations using the Classroom Walkthrough Protocol and Debriefing Document indicate that at least 80% of core content area teachers bi-weekly demonstrate the ability to effectively implement the identified instructional shifts outlined in the TEM rubric and gauge the implementation of standards-aligned instruction.

Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices submitted with 100% participation.

Network and school walkthrough data will be monitored for 80% standard aligned core instructional implemented with fidelity at 2 per teacher per semester.

TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards, that will result in a 5% increase on nine-week student grades.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** Students should perform at or above 70% on Common Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. District Walkthrough data will be monitored through the district's management system (Professional Learning Zone/PLZ). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.	**[A 2.1.1] Support rigorous learning environments for all students.** **Brief Description** Provide supplies, materials, equipment, software (IXL, GoldBooks, Learning Upgrade, MobiMax, KhanAcademy, DiscoveryEd, Measuring Up Books, and support for teachers and students in order promote effective classroom environment and instruction conducive to successful student outcome. Strengthen technology-infusion through the use of All-in-Learning Clickers (with nightly sync with SIS) in all core classes for instant assessment feedback, access to student computers, and classroom computers' station for effective implementation of research-based instruction. Plus, maintain a computer lab for each grade level for additional intervention and assessments. Ensure proper and consistent utilize of One-to-One Device and school laptops for the learning and assessments. Provide 6th, 7th, and 8th Math students the opportunity to improve academically by gaining insight and deep understanding through field trips experiences as it relates to mathematics concepts and careers and in alignment with Math standards and/or performance practices. Implement specialized intervention programs for	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Math Teachers, Technology Coordinator – Dorothy Hudson, Instructional Coaches	05/23/2025		

Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards. Lesson Plan Review (weekly) by Havenview administrators and coaches to ensure teachers are delivering high-quality instruction aligned to the Math TN Standards. Quarterly Pacing guides assist teachers in teaching Math standards in a logical sequence within each quarter to ensure students are exposed to all TN Standards within the academic year.	students on select weekends, non-instructional days, and/or during the summer to increase student academic readiness and enrichment. **Implementation** Benchmark assessments will be administered during appropriate windows. The students will utilize one-to-one devices and computer labs for online assessments. Students should perform at or above the 70% on teacher-created and Common Formative Assessments, which align with core instructional standards for the specific quarter and Mock Assessment administered in the Spring. Common Formative Assessments (bi-weekly, quarterly) allow teachers to track students' progress on standards over a period of time. This will allow teachers to adjust strategies, target students and re-teach or spiral standards based on data. Plus, students will track and analyze their personal progress through the use of data trackers. **Effectiveness** • Student shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of student meeting or exceeding expectations on the Mock Assessment. • Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. •Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.				

		• Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. • Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) • Students shall increase growth have at least 40% of growth and/or improved placement on intervention programs (IReady, IXL, etc.) • Teachers will track and monitor data biweekly with 100% consistency.			
		[A 2.1.2] Use of common formative assessments and data trackers to continuously measure student progress. **Brief Description** Grade level/content specific common formative assessments (quarterly) and collaboratively created teacher biweekly common assessment that aligned with TN State Standards. Use of Data Trackers by teachers and students to monitor academic progress towards meeting/exceeding school and individual students' measurable goals. The teacher will analyze multiple data sources, use the results to provide timely feedback to share with students and parents, implement reteaching strategies, and incorporate needed interventions. The students will also document their own progress on assessments plus setting individual goals/target via Student Data Tracker. Utilize high quality assessment / intervention software that supports curricula, and can effectively track and evaluate student progress, generate	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Math Teachers	05/23/2025		

| | detailed reports, and provide data-driven insights to inform instructional decisions in all Reading/Language Arts classes and Social Studies classes. Plus, increase access to technology for assessments and intervention in existing computer labs. (IXL, All-in Learning, Goldbook, Readworks, StudyIsland, Measuring up books, NewsELA, ScanningPens, etc.)

Implementation

Formative Assessments

Classroom debriefing and protocol document and data

Teacher evaluation (TEM) scores and reports

Teacher-created assessments

Intervention programs/software

Data Tracker Reports

Benchmark assessments will be administered during appropriate windows. The students will utilize one-to-one devices and computer labs for online assessments. Students should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring), teacher-created and Common Formative Assessments, which align with core instructional standards for the specific quarter and Mock Assessment administered in the Spring. Common Formative Assessments to allow teachers to track students' progress on standards over a period of time. This will allow teachers to adjust strategies, target students and re-teach or spiral standards based on data. Plus, students will track and analyze their personal progress through the use of data trackers.

Effectiveness | | | | |

	• Student shall perform at 70% or above OR have at least 5% increase on common and other formative assessments (semi-quarterly/quarterly) resulting in at least 35% of student meeting or exceeding expectations on the Mock Assessment. • Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. • Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) administered weekly by teachers. • Students shall increase growth have at least 40% of growth and/or improved placement on intervention programs (IReady, Study Island, etc.) • Teachers will track and monitor data biweekly with 100% consistency.				
	[A 2.1.3] Conduct weekly classroom observation and feedback **Brief Description** Utilize formal (TEM rubric) and informal observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and that evidenced based strategies are used to address varying student needs. Plus, the opportunity for Peer Observations of within and outside the school. **Implementation** • Weekly informal observations using the District Classroom Walkthrough Protocol will be used to monitor teachers' delivery of objective-driven lessons and determine trends in teachers' ability to	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Math Teachers, Instructional Coaches	05/23/2025		

| | effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.

• Instructional coaches and content leads will do observations throughout the week utilizing Educational Epiphany, Zone Foci, District Academic Foci, and other Walk-Through forms. Verbal feedback will be immediate and recommendations for instructional changes will be made at that time. The coach will re-observed with the correct practices in place. Plus, overall observation information will be shared via email or in person. If needed, the coach/admin will model the needed strategy(ies) in part or entire lesson. Then follow-up will additional observation and needed help until teacher is able to meet expectations.

During PLCs, there will also be opportunities to share/observe deliberate practices and other areas of need.

Effectiveness

• Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices.

• Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.

• Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one				

	level in that domain. • Teachers will track and monitor data biweekly with 100% consistency.				
	[A 2.1.4] Access to Rigorous Curriculum **Brief Description** Provide a curricula framework for teachers with curriculum maps, Interpretation and Resource Guide, and Math Prescriptions that outline procedural/conceptual knowledge and skills needed to master Mathematics TN State Standards Incorporate Cross-curriculum instructional concepts with support from non-Math content especially Science and other STEAM based class in order to bring a deep meaning of mathematics. **Implementation** Teachers will use curriculum standard-align resources including textbooks and its online materials. Plus, resources workbooks and online program to support the curriculum, quality instruction, and help monitoring students' progress toward mastery. **Effectiveness** •Student shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of student meeting or exceeding expectations on the Mock Assessment. •Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. •Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Math Teachers, Science Teachers, and Instructional Coaches	05/23/2025		

	increase to Level 3 or at least improve by one level in that domain.				
	•Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.				
	•Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written)				
	•Students shall increase growth have at least 40% of growth and/or improved placement on intervention programs (IReady, IXL, etc.)				
	•Teachers will track and monitor data biweekly with 100% consistency.				
	[A 2.1.5] Provide content support. **Brief Description** Use district Mathematics Instructional Coach, school-based Professional Learning Communities Coach, Instructional Facilitator, and new teacher mentors to provide direct support to targeted teachers to improve mathematical instructional practices in classrooms. Use assistant principal to provide shared learning, purpose, action and responsibility to supplement instructional leadership due to the decline in school's Success Rate in math. Additional Educational Assistant to help with interventions especially for at-risk students and collection/analysis of data. **Implementation** Instructional coaches will do weekly observations of teachers with same day feedback and adjustments, participate in weekly PLC Collaborative Planning, assist with weekly planning, and PLC/Professional Development for	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Math Teachers, Science Teachers, and Instructional Coaches	05/23/2025		

| | | instructional strategies and areas of needed.

Effectiveness

•Student shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of student meeting or exceeding expectations on the Mock Assessment.

•Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices.

•Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.

•Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.

•Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written)

•Students shall increase growth have at least 40% of growth and/or improved placement on intervention programs (IReady, IXL, etc.)

•Teachers will track and monitor data biweekly with 100% consistency.

•Monitoring Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation | | | | |
|---|---|---|---|---|---|

[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Professional development and Professional Learning Communities will serve as collaboration that will build teacher capacity in data-driven instruction, articulating the instructional practice shift, improving teachers' pedagogy of the content, and the implementation of quality instruction that will improve students' skill set, mastery of standard look-fors, and proficient math concepts. **Benchmark Indicator** Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Teams for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.	**[A 2.2.1] Support provided by Instructional** ****Brief Description**** Weekly PLCs, grade level, and/or content meetings led by PLC coach, instructional coach and/or team lead to provide support based on evaluations, walk-through trends, and needs assessment provided by teachers. ****Implementation**** * Weekly Coaching and Mentoring opportunities through faculty presentations, help sessions, weekly observations including peer observations in order to allow teachers the chance to share and model successful strategies with colleagues. * Monthly school-based PD sessions and district PD opportunities will provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. * School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. * Collaborative planning will be embedded daily in the instructional day for effective instructional planning for each content area for by grade level. In addition, a weekly collaborative planning session will be scheduled to allow instructional coaches/support to provide feedback and guidance. Content meetings will also occur monthly to ensure vertical and school-wide alignment and implementation. * New teacher professional learning support is conducted weekly and/or as needed to ensure	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers, Content Leads, Instructional Coaches	05/23/2025		

Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs. Implement an on-going cadence of new teacher professional learning opportunities. Mentor rosters are submitted at the beginning of each semester, to ensure collegial support is assigned to each new hire.	collegial support is offered to each new hire. **Effectiveness** * School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. * Collaborative planning will be embedded daily in the instructional day and weekly collaborative planning session will have a goal of 100% attendance rate. The monthly Content meetings will have at least 90% attendance rate. * New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in order to build and maintain 100% of our new teachers in the profession. * Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. * Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. * Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal).				

	Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation. * Instructional Leadership Team (ILT) meetings are conducted once a month at 90% attendance. * Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) and schoolwide/district assessments. * Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (IReady, IXL, etc.)				
	[A 2.2.2] Conduct Observations/Learning Walks **Brief Description** Learning walks and observations (formal, informal, peer, mentors, …) to reflect on what was observed in order to provide feedback and strategies to improve instruction. **Implementation** •Weekly informal observations (District Classroom Walkthrough Protocol, Debriefing Document with data, HMS Quick Observation Forms, etc.) will be used to monitor teachers' delivery of objective-driven lessons and determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support. **Effectiveness**	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers, Content Leads, Instructional Coaches	05/23/2025		

	•Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.

•New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in order to build and maintain 100% of our new teachers in the profession.

•Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations.

•Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices.

•Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.

•Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) and schoolwide/district assessments.

•Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (IReady, IXL, etc.) | | | | |
| | **[A 2.2.3] Provide instructional support**
Brief Description

The district coaches, site-based content lead, PLC | Title I PLC Coach - Calandra Jones-Howard, | 05/23/2025 | | |

	coach, and administrative content leads will provide content coaching and in class support for teachers as needed as well as facilitate PD and PLCs when indicated for teachers throughout the year. Plus, provide support during collaborative planning and help sessions. **Implementation** •Weekly Coaching and Mentoring opportunities through faculty presentations, help sessions, weekly observations including peer observations in order to allow teachers the chance to share and model successful strategies with colleagues. •Monthly school-based PD sessions and district PD opportunities will provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. •School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. •Collaborative planning will be embedded daily in the instructional day for effective instructional planning for each content area for by grade level. In addition, a weekly collaborative planning session will be scheduled to allow instructional coaches/support to provide feedback and guidance. Content meetings will also occur monthly to ensure vertical and school-wide alignment and implementation. •New teacher professional learning support is conducted weekly and/or as needed to ensure collegial support is offered to each new hire.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers, Content Leads, Instructional Coaches			

	Effectiveness •School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. •Collaborative planning will be embedded daily in the instructional day and weekly collaborative planning session will have a goal of 100% attendance rate. The monthly Content meetings will have at least 90% attendance rate. •New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in order to build and maintain 100% of our new teachers in the profession. •Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. •Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. •Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. • Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one				

	level in that domain. • Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation. • Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) and schoolwide/district assessments. • Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (IReady, Study Island, etc.)				
	[A 2.2.4] Offer Professional Develop Opportunities **Brief Description** Professional development opportunities/conferences facilitated by the school, district, state, region and/or national that addresses, but not limited to, TN Subject area Standards, cross-curriculum core support subjects (Science and STEAM), building teacher capacity, strengthen content-area effectiveness, software usage, technology-infusion, All-In-One Learning, Gradual Release, Unbounded (GLEAM), Model Schools Concepts, classroom management, and other topics, instructional practices, and/or research-based strategies suggested by Professional Development, Professional Learning Communities, Coaching/Mentoring surveys and observations. These will be offered to all general, SPED teachers, and support instructional staff to incorporate best practices in Math instruction. **Implementation** Provide opportunities for faculty to participate in quality conferences/training outside of the school	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers, Content Leads, Instructional Coaches	05/23/2025		

	building as part of building teacher capacity. As follow-up to the training, participants will present and share information in support of school-wide growth. Content and Admin will observe classroom to capture use. **Effectiveness** •School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. • Collaborative planning will be embedded daily in the instructional day and weekly collaborative planning session will have a goal of 100% attendance rate. The monthly Content meetings will have at least 90% attendance rate. • New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in order to build and maintain 100% of our new teachers in the profession. • Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. • Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. • Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district				

	instructional practices. • Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain.				
	[A 2.2.5] Provide targeted learning opportunities for new teachers. **Brief Description** Weekly new teacher mentoring sessions to provide additional support related to academic, culture, climate, and processes to build teacher's capacity and specialized professional development. **Implementation** The New Teacher Program will follow the guidelines provided by the district. In addition, school-level instructional coaches will observe, help model instruction, lead PLCs, etc. in order to build teaching capacity. **Effectiveness** • New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in order to build and maintain 100% of our new teachers in the profession. • School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving latest information. • Collaborative planning will be embedded daily in the instructional day and weekly collaborative planning session will have a goal of 100%	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers, Content Leads, Instructional Coaches	05/23/2025		

	attendance rate. The monthly Content meetings will have at least 90% attendance rate. • Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. • Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. • Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. • Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. • Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation.				
[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** **	**[A 2.3.1] Provide supplies, materials and academic programs to increase student performance** **Brief Description** Purchase/provide needed instructional supplies, materials, academic programs/software, and updated technology to increase student performance and support good first teaching. **Implementation**	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and	05/23/2025		

		Dr. Viola Perry, Teachers			
Benchmark Indicator Students should perform at or above 70% on Common Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of students' performance in targeted intervention to determine next steps of intervention support in an effort to move them to grade level performance. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	Resources will be distributed to teachers for student instructional use. **Effectiveness** • Students shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of students meeting or exceeding expectations on the Mock Assessment. • Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written), school-wide assessment, and district quarterly assessments. • Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, Study Island, etc.) • Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery. • Weekly review of data reports should be implemented with 100% fidelity and students' performance shall be 70% or above OR have at least 5% percent growth otherwise at least one additional intervention shall be implemented. • Teachers will track and monitor data biweekly with 100% consistency				
	[A 2.3.2] Implement Response to Intervention Brief Description Utilize diagnostic tool (iReady) and other sources of data to identify students in bottom 10% in need of Tier II or Tier III intervention, provide computer-based and small group instruction based on skill deficits recommended, and offer foundational literacy support to targeted students.	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals -	05/23/2025		

	Implementation Monthly progress monitoring data review of students' performance in targeted intervention (IReady.) to determine next steps of intervention support in an effort to get students to grade level. Twenty-day fidelity checks to monitor student progress in reaching benchmark goals according to their learning path in iReady. **Effectiveness** * Weekly and 20-day review of data reports should be implemented with 100% fidelity and students' performance shall be 70% or above OR have at least 5% percent growth otherwise at least one additional intervention shall be implemented. * Teachers will track and monitor data biweekly with 100% consistency. * Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, IXL, etc.) * Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery.	Kevin Chatman and Dr. Viola Perry, Teachers, Content Leads, Instructional Coaches			
	[A 2.3.3] Address Learning Gap **Brief Description** Provide additional learning opportunities through Extended Programs (after-school tutoring, Saturday School, Tiger Tutorial Time, Zeros aren't Permitted, Homework Center, Summer Enhancement Program, etc) for students at-risk of failing based on data from progress reports, report cards, progress monitoring, and teacher recommendations. **Implementation**	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers,	05/23/2025		

| | | School will provide after-tutoring and Saturday opportunities. Plus, for students that failed a class they will have to chance to participate in ZAP to improve the grade.

Effectiveness

• Completion of program with standards mastered.

• Weekly review of grade reports for students enrolled in summer learning opportunities and after-school tutoring programs to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.

• Weekly review of grade reports with 100% consistency for students in after-school tutoring programs and/or other Extended Learning Programs to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.

• Students shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of students meeting or exceeding expectations on the Mock Assessment.

• Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written), school-wide assessment, and district quarterly assessments.

• Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, Study Island, etc.)

• Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery. | | | | |

	• Weekly review of data reports should be implemented with 100% fidelity and students' performance shall be 70% or above OR have at least 5% percent growth otherwise at least one additional intervention shall be implemented.				
	[A 2.3.4] Provide Parental Support **Brief Description** Develop and conduct school- based parent center programs, trainings, and meetings that are aligned with the academic needs of the students in order to increase the parent's ability to support the child's academic achievement. **Implementation** Provide monthly parental activities that support academics achievement. **Effectiveness** * Quarterly PD conducted sessions for volunteers and parents with at least 20% of parental attendance based on the number of active students OR at least an increase of 20% from previous year. * Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc. * Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency. * Weekly review of grade reports with 100% consistency for students in after-school tutoring programs and/or other Extended Learning Programs to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Teachers,	05/23/2025		

[G 3] Safe and Healthy Students: Havenview Middle School will reduce the percentage of chronically absent students from 17.8% in 2022-2023 to 10% in 2025 and reduce the Discipline (Suspension) Rate from 16% in 2022-2023 to 10% in 2025.

Safe and Healthy Students: **Havenview Middle School** will reduce the percentage of chronically absent students from **17.8% in 2022-2023** to **10% in 2025** and reduce the **Discipline (Suspension) Rate **from **16% in 2022-2023** to **10% in 2025**.

MSCS will maintain at least a **60%** progressive discipline rate in SY2024-25, from **63%** in SY2023-24 (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports).

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are: Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents. Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.	**[A 3.1.1] Notify Parents** **Brief Description** Parents will be contacted each time his or her child is absent from school by a member of the grade level team (teacher, admin, counselor) **Implementation** Teachers will continue to contact parents and document via contact log. Teachers and staff will monitor attendance reports. Parent Teacher Conferences will be conducted to serve as intervention for both academics and behavior. **Effectiveness** •Student discipline reports and attendance/suspension data will be monitored each 20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement. •Monitor students weekly in order to reduce truancy	Counselors: Myesha James, Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, Attendance Secretary: J. Harris, Principal Darla Young-Berry, and other designed staff	05/23/2025		

Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).	by 5% within these students and ensure 100% compliance of program initiatives. •Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc. •Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.				
	[A 3.1.2] Provide Alternatives and Assistance related to root causes. **Brief Description** Provide alternative to out-of-suspension and assistance with problems that cause student to tardy or absent. Utilize School counselors and other designated staff to help provide networking partnerships or recommendations to alleviate major issues such as displaced students, bullying, etc. As of attendance related to discipline, use the following in lieu of out-of-school suspension: •The Reset Room to provide academic instruction for students with behavior incidents, provide counseling opportunities for students to reflect on misbehavior and redirect accordingly, and use character education classes for to assist students in establishing and implementing behaviorally and academically into mainstream classroom and social situations. •The In-school suspension requires students to still report school yet reported to an isolated area monitored by the ISS teacher ensures student receives attendance credit and the needed disciplinary action. **Implementation**	Assistant Principals: Kevin Chatman and Dr. Viola Perry, Guidance Counselors: Myesha James, Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, Attendance Secretary: J. Harris, Principal Darla Young-Berry, and other designed staff	05/23/2025		

	Utilize of orderly, step-by-step process sending the Reset Room and In-school suspension. Ensure consistency and fairness plus additional support if needed. **Effectiveness** •Weekly monitoring of student's personalized behavioral action plan to reduce behavioral incidents and/or need for referrals to the Reset Room or ISS by 25% monthly or by specified individual goals. •Decrease the number of classroom teacher referrals to counselors or administrator by 25%. •Student discipline reports and attendance/suspension data will be monitored each 20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement. •Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc. •Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.				
	[A 3.1.3] Follow RTI2B / Progressive Discipline Plan **Brief Description** Havenview Middle will implement the Response to Intervention 2 - B plan targeted at improving discipline and attendance with fidelity on a daily basis and following the school's outlined progressive discipline plan. **Implementation** RTI2B data will be monitoring daily. The PBIS and	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Dr. Viola Perry, Guidance Counselors: Myesha James, Shaudra Gatewood, and	05/23/2025		

	Progress Discipline Plan will be followed with fidelity. Teachers, counselors, and other faculty and staff will document and use position intervention strategies to reduce student behavioral issues. The 20-day reporting period will be monitored carefully for students' behavioral concerns. **Effectiveness** •Decrease the number of classroom teacher referrals to counselors or administrator by 25%. •Student discipline reports and attendance/suspension data will be monitored each 20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement. •Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc. •Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.	Teresa Tate, Dean of Students: Donald Jackson, and other designed staff			
	[A 3.1.4] Maintain an Attendance / Discipline Team ** Brief Description** Utilize cross-functional teams (data team, RTI2B team, ILT team) to review behavioral data as well as their connections to attendance and chronic absenteeism to identify at-risk students every 20 days **Implementation** Attendance and suspension data will be monitoring daily. Student discipline 20-day reports will be carefully monitored on students' behavior and effectiveness behavioral interventions and	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Dr. Viola Perry, Guidance Counselors: Myesha James, Shaudra Gatewood, and Teresa Tate, Dean of Students:	05/23/2025		

	supports. **Effectiveness** •Weekly monitoring of student's personalized behavioral action plan to reduce behavioral incidents and/or need for referrals to the Reset Room or ISS by 25% monthly or by specified individual goals. •Decrease the number of classroom teacher referrals to counselors or administrator by 25%. •Student discipline reports and attendance/suspension data will be monitored each 20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement. •Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc. •Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.	Donald Jackson, Attendance Secretary: J. Harris, and other designed staff			
	[A 3.1.5] Implement Innovative Houses System (Teams/Clubs) **Brief Description** The Havenview House System mirrors that of the Ron Clark Academy. It is a innovative way to create a positive school climate. Each house provides students the opportunity to celebrate their efforts, build character, empower academic success, gain school spirit, enhance relationships, and promote a inclusive culture. Each house has guidelines that make each unique. **Implementation** Faculty and Staff members are assigned to a	Counselors: M. James, S. Gatewood, and T. Tate, Principal Darla Young-Berry, House Coordinators, and other designed staff	05/23/2025		

	designated house. Then the additional team members are assigned including a lead student. The other students will be added to the various Houses. Each has its on unique name, crest, and specialized activities that will be implemented. But the Houses support each other and initiatives and help build student connections and confidence supporting the concept of building the whole child. Houses will meet at least monthly. **Effectiveness** •Decrease the number of classroom teacher referrals to counselors or administrator by 25%. •Student discipline reports and attendance/suspension data will be monitored each 20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement. •Increase collaboration and/or communication with parents by at least 20% via parent volunteerism Increase student engagement with classroom and school-wide by at least 10%			
[S 3.2] Professional Development Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and	**[A 3.2.1] Provide stakeholder training.** **Brief Description** Provide training sessions (in-person and virtual) all stakeholders that focuses on ways to address student discipline, attendance, chronic absenteeism, social and emotional support. There will also be trainings that educate parents of instructional strategies, lessons, and supportive information for at-home learning. Furthermore, professional development for teachers which focus on building relationship with parents as partners in their child's education. **Implementation** Havenview implement the following programs:	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Dr. Viola Perry, Family Engagement Specialist Issac Wright, Guidance Counselors: Myesha James, Shaudra Gatewood, and	04/30/2025	

erroneous reporting. Quarterly Reports will be shared district-wide.	Parent University, Annual Title One Meeting, Open House, Date with Data/Data Night, Breakfast with the Principal, Lunch and Learn, School Improvement Planning Meetings (Parent Talk), Grade Level Meeting, Muffins with Moms, Donuts with Dads, etc. Effectiveness Quarterly PD conducted sessions for volunteers and parents with at least 20% of parental attendance based on the number of active students OR at least an increase of 20% from previous year. Increase collaboration, participation, and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc.	Teresa Tate, Dean of Students: Donald Jackson, PLCC C.Jones-Howard			
	[A 3.2.2] Targeted Training and Professional Development **Brief Description** Staff Training: Provide principals, school counselors, behavioral specialists, and other support staff training to address student discipline, attendance, chronic absenteeism, social and emotional support. Professional development opportunities/conferences (in-town and out-of-town) facilitated by the school, district, state and/or region that address, but not limited to, classroom management, RTI2B, A.C.E.S., Responsive Classroom, and other topics suggested by PD survey and observations, will be offered to general and SPED teacher to incorporate best strategies to promote a safe environment for conducive to learning. Targeted learning opportunities for new teachers: Weekly new teacher mentoring sessions to provide additional support related to academic, culture,	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Dr. Viola Perry, Family Engagement Specialist Issac Wright, Guidance Counselors: Myesha James, Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, PLCC Calandra	05/23/2025		

	climate, and processes to build teacher's capacity and specialized professional development in order to ensure safe and healthy environments within the classroom. **Implementation** Professional Development and Professional Learning Communities for faculty are held weekly to support teachers will classroom management, implementing interventions, and build capacity for effective/quality instruction, which reduces negative behavior. New teacher program, mentors, and coaches are in place to assist new and struggling teachers. Plus, workshops and training for parents, staff, and other stakeholders **Effectiveness** * New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in order to build and maintain 100% of our new teachers in the profession. * Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional and classroom management practices that should be observed during weekly observations. * Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain	Jones			

	will increase to Level 3 or at least improve by one level in that domain. * Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation. * Quarterly PD conducted sessions for volunteers and parents with at least 20% of parental attendance based on the number of active students OR at least an increase of 20% from previous year.			
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys. Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.	**[A 3.3.1] Parents Notification and Communication** **Brief Description** Parents will be contacted each time his or her child is absent from school by a member of the grade level team (teacher, admin, counselor). In addition, parents will be notified about opportunities to participate in family engagement events, leadership council and committees, and other stakeholder activities and serve as partners in their child's education. **Implementation** Build two-communication via surveys, electronic suggestion box, newsletters etc. **Effectiveness** Increase collaboration, participation, and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc. Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Dr. Viola Perry, Family Engagement Specialist Issac Wright, Guidance Counselors: Myesha James, Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, PLCC C.Jones-Howard	05/23/2025	

	[A 3.3.2] Mentoring and Networking Program **Brief Description** Connect with adopters, community partners, and other agencies, along with faculty/staff, to as mentor to at-risk students plus allow positive networking opportunities for parents and students. **Implementation** Have the groups to sponsor items, activities, or events to support the student wellness and the whole such as special workshops and training. **Effectiveness** * Monitor and provide necessary interventions to 100% of our At-Risk students weekly or as specified in individual plan in order to make positive changes in the behavior, academic, and social emotionally * Reduce number of negative incidents from participating students by 20% * Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc. * Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Marniecia Boyd, Family Engagement Specialists: Freda Dotson and Issac Wright, Guidance Counselors: Myesha James, Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Dr. Viola Perry, Family Engagement Specialist Issac Wright, Guidance Counselors: Myesha James, Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, PLCC C.Jones-Howard	05/23/2025		