Last Modified at Sep 28, 2023 07:18 PM CDT

[G 1] Reading/Language Arts: Havenview Middle will increase ELA met plus exceeding rates for grades 6-8 from 10.2% in 2022 to 16% in 2024. Plus, a reduction of 6.25% of Below or Approaching students for grade 6-8.

\*\*Effective Instruction | Best for All Strategic Plan alignment: Academics\*\*

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

## **District Turnaround Plan Goal**

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of standards aligned curricula Rationale	[A 1.1.1] Support rigorous learning environments for all students.  Description	Title I PLC Coach - Calandra	05/24/2024		
	i	Jones-Howard, Instructional			
*Provide a rationale for choosing the strategy/intervention.*	*Provide a brief narrative of the proposed action step.*	Facilitator - Viola Perry, Principal -			
Provide daily access to rigorous reading/language arts curriculum, quality core instruction, formative assessments, and computer-based software that	Provide supplies, materials, equipment, software (IXL, All-in Learning, Goldbook, Readworks, Studylsland Measuring up books, NewsELA, A-	Darla Young- Berry, Assistant			
will develop students' deep understanding of the content, strengthen comprehension, aligned with the State's academic content standards in order to	Reading, LearningFarm, BrightStorm, ScanningPens, etc.) for teachers and students in order to provide effective classroom instruction,	Principals - Kevin Chatman and			
promote mastery of TN Standards.	interventions, and environment that is conducive for successful student outcomes and stronger	Marniecia Boyd,			
	improvement for our struggling readers, non- readers, and students not on grade level.	Technology Coordinator - Dorothy			
Supporting Data	Strengthen technology-infusion through the use of All-in-One Learning Clickers (with nightly sync with SIS) in all core classes for instant assessment	Williams Hudson, ELA Teachers			

TVAAS – ELA moved from a Level 1 in 2021 to a Level 5 in 2022.

TNReady/TCAP Data—ELA Student achievement on-track/mastery from a 2.1% in 2020-2021 to a 10.2% in 2021-2022.

MasteryConnect ELA 2022-2023— there was growth from Winter to Spring of ALL students was 4.34 moving from 5.3 to 9.7 for met plus exceeded Rate, Economically Disadvantaged Subgroup of 3.66, English Learners Subgroup of 9.09, MultiRace of a 12.0, and White Subgroup of 20.0.

IReady Reading—student growth according to the 2022-2023 Final Diagnostic reflected a 40% Typical Growth school-wide. Per Grade Level, it is as follows:

- · Grade 6 43% Met Annual Typical Growth, 20% Met Annual Stretch Growth, and 44% Improved Placement (1-2 grade levels) Plus, this grade have the highest Progress Median of 64%.
- Grade 7 40% Met Annual Typical Growth, 17%
   Met Annual Stretch Growth, and 38% Improved
   Placement (1-2 grade levels)
- Grade 8 42% Met Annual Typical Growth, 20%
   Met Annual Stretch Growth, and 38% Improved
   Placement (1-2 grade levels)

### **Benchmark Indicator**

Implementation

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\*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?\* 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.

Incorporate extended class periods from 60 minutes to 75 minutes to maximize instructional time for good first teaching and student academic enrichment.

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.

Implementation

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\*Identify the indicator(s) used to measure implementation of the action step.\*

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 District 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.

- \* Students should perform at or above the 70% on District 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 (bi-weekly, quarterly) allow teachers to track students' progress on ELA 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.
- \* Lesson Plan Review (weekly) will ensure teachers are delivering high-quality instruction aligned to the ELA TN Standards. Quarterly Pacing guides assist teachers in teaching ELA standards in a logical sequence within each quarter to ensure students are exposed to all TN Standards within the academic year.
- \* Weekly informal observations using the District Classroom Walkthrough Protocol and Debriefing Document with data 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.
- \* Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.

#### Effectiveness

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- \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*
- \* Students shall perform at 70% or above OR have

Common Formative Assessments (bi-weekly, quarterly) allow teachers to track students' progress on ELA 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

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- \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*
- •Students shall perform at 70% or above OR have at least 5% increase on district quarterly assessments.
- •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 district quarterly	at least 5% increase on Teacher-created			
assessments.	assessments (online, verbal, or written)			
* Student shall perform at 70% or above OR have				
at least 5% increase on common formative	<ul> <li>Students shall increase growth have at least 40%</li> </ul>			
assessments resulting in at least 35% of student	of growth and/or improved placement on			
meeting or exceeding expectations on the Mock	intervention programs (IReady, Study Island, etc.)			
Assessment.				
* Weekly Lesson Plans should be at minimum 80%	•Teachers will track and monitor data biweekly with			
aligned to a grade-level standard and district	100% consistency.			
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.				
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	[A 1.1.2] Use of common formative	Title I PLC	04/12/2024	
	assessments and data trackers to continuously	Coach -		
	measure student progress	Calandra		
	Description	Jones-Howard,		
		Instructional		
		Facilitator -		
	*Provide a brief narrative of the proposed action	Viola Perry,		
	step.*	Principal -		
		Darla Young-		
	Grade level/content specific common formative	Berry,		
	assessments (quarterly) and collaboratively	Assistant		
	created teacher biweekly common assessment that	Principals -		
	aligned with TN State Standards.	Kevin		
		Chatman and		
	Use of Data Trackers by teachers and students to	Marniecia		
	monitor academic progress towards	Boyd, ELA		
	meeting/exceeding school and individual students'	Teachers		
	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. Implementation -----\*Identify the indicator(s) used to measure implementation of the action step.\* 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 District 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 (bi-weekly, quarterly) allow teachers to track students' progress on ELA 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 -----\*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\* Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. •Students shall perform at 70% or above OR have at least 5% increase on district quarterly assessments.

<ul> <li>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.</li> <li>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.</li> <li>Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written)</li> <li>Students shall increase growth have at least 40% of growth and/or improved placement on intervention programs (IReady, Study Island, etc.)</li> <li>Teachers will track and monitor data biweekly with</li> </ul>			
[A 1.1.3] Conduct weekly classroom observation and feedback.  Description  *Provide a brief narrative of the proposed action step.*  Utilize formal (TEM rubric) and informal (Educational Epiphany, Zone 5 Foci) 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	Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, ELA Teachers	04/30/2024	

\*Identify the indicator(s) used to measure implementation of the action step.\* Weekly informal observations using the District Classroom Walkthrough Protocol and Debriefing Document with data 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. 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 \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\* •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 1.1.4] Access to rigorous curriculum Description *Provide a brief narrative of the proposed action step.*  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.  Implementation  *Identify the indicator(s) used to measure implementation of the action step.*  Teachers will use curriculum standard-align resources including textbook and its online materials. Plus, resources workbooks and online	Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, ELA and Social Studies Teachers	05/24/2024	

program to support the curriculum, quality		
instruction, and help monitoring students' progress		
toward mastery.		
toward mastery.		
Effectiveness		
*Identify the benchmark(s) to be used to measure		
effectiveness toward increasing student		
achievement.*		
achievement.		
•Students shall perform at 70% or above OR have		
at least 5% increase on district quarterly		
assessments.		
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•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		
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in that domain.		
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conducted with 100% feedback (written or verbal).		
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will increase to Level 3 or at least improve by one		
level in that domain.		
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at least 5% increase on Teacher-created		
assessments (online, verbal, or written)		
Studente shall increase growth have at least 400/		
•Students shall increase growth have at least 40%		

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of growth and/or improved placement on			
intervention programs (IReady, Study Island, etc.)			
•Teachers will track and monitor data biweekly with			
100% consistency.			
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[A 1.1.5] Provide content support	Title I PLC	05/24/2024	
Description	Coach -		
	Calandra		
	Jones-Howard,		
*Provide a brief narrative of the proposed action	Instructional		
step.*	Facilitator -		
	Viola Perry,		
Use district ELA Instructional Coaches, school-	Principal -		
based Professional Learning Communities Coach	Darla Young-		
and Instructional Facilitator, and new teacher	Berry, School		
mentors to provide direct support to targeted	Mentors		
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.			
students and conection/analysis of data.			
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Implementation			
*Identify the indicator(s) used to measure			
implementation of the action step.*			
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			
instructional strategies and areas of needed.			
Effectiveness			
*Identify the benchmark(s) to be used to measure			
effectiveness toward increasing student			
achievement.*			
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•Students shall perform at 70% or above OR have	
at least 5% increase on district quarterly	
assessments.	
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•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.	
instructional practices.	
AMankha informani ah annuntiana saiti la annuntiana	
•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)	
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•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.	
•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 1.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms Rationale

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\*Provide a rationale for choosing the strategy/intervention.\*

Provide ongoing, high quality professional development 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 a 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 reading levels of grade supported texts.

# Supporting Data

TVAAS - ELA moved from a Level 1 in 2021 to a Level 5 in 2022.

TNReady/TCAP Data-ELA Student achievement on-track/mastery from a 2.1% in 2020-2021 to a 10.2% in 2021-2022.

MasteryConnect ELA 2022-2023- there was growth from Winter to Spring of ALL students was 4.34 moving from 5.3 to 9.7 for met plus exceeded Rate, Economically Disadvantaged Subgroup of 3.66. English Learners Subgroup of 9.09. MultiRace of a 12.0, and White Subgroup of 20.0.

IReady Reading-student growth according to the 2022-2023 Final Diagnostic reflected a 40%

## [A 1.2.1] Support provided by Instructional Leaders

Description

\*Provide a brief narrative of the proposed action step.\*

Weekly PLCs, grade level, and/or content meetings led by PLC coach, instructional coach and/or team lead to provide support based on evaluations, walkthrough trends, and needs assessment provided by teachers.

Implementation

\*Identify the indicator(s) used to measure implementation of the action step.\*

- \* 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

Title I PLC Coach -Calandra Jones-Howard. Instructional Facilitator -Viola Perry. Principal -Darla Young-Berry, Assistant Principals -Kevin Chatman and Marniecia Boyd, ELA and Mentor Teachers

05/24/2024

Typical Growth school-wide. Per Grade Level, it is guidance. Content meetings will also occur monthly to ensure vertical and school-wide alignment and as follows: implementation. •Grade 6 - 43% Met Annual Typical Growth, 20% \* New teacher professional learning support is Met Annual Stretch Growth, and 44% Improved conducted weekly and/or as needed to ensure Placement (1-2 grade levels) Plus, this grade have collegial support is offered to each new hire. the highest Progress Median of 64%. •Grade 7 - 40% Met Annual Typical Growth, 17% Met Annual Stretch Growth, and 38% Improved Effectiveness Placement (1-2 grade levels) •Grade 8 - 42% Met Annual Typical Growth, 20% \*Identify the benchmark(s) to be used to measure Met Annual Stretch Growth, and 38% Improved effectiveness toward increasing student Placement (1-2 grade levels) achievement.\* **Benchmark Indicator** \* School-based PLCs will be conducted weekly at 100% attendance to ensure all teachers are **Implementation** gaining and sharing knowledge of content. obtaining content support and resources through \*How will the turnaround strategy/intervention be collaboration, and effectively receiving latest monitored for implementation, including information. frequency.?\* \* Collaborative planning will be embedded daily in the instructional day and weekly collaborative \* Weekly informal observations (District Classroom planning session will have a goal of 100% Walkthrough Protocol, Debriefing Document with attendance rate. The monthly Content meetings will data, HMS Quick Observation Forms, etc.) will be have at least 90% attendance rate. used to monitor teachers' delivery of objective-\* New teacher professional learning support is driven lessons and determine trends in teachers' conducted weekly or more if needed to ensure ability to effectively implement the identified collegial support is offered to each new hire in order to build and maintain 100% of our new instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction teachers in the profession. in order to plan professional development support. \* Monthly school-based PD sessions with 90% \* Weekly Coaching and Mentoring opportunities attendance rate and district PD opportunities with through faculty presentations, help sessions, at least 80% rate in order to provide targeted weekly observations including peer observations in training for teachers that should result in more order to allow teachers the chance to share and effective daily instructional practices that should be model successful strategies with colleagues. observed during weekly observations. \* Monthly school-based PD sessions and district \* Weekly informal observations will be conducted PD opportunities will provide targeted training for 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

teachers that should result in more effective daily

instructional practices that should be observed

during weekly observations. in that domain. \* School-based PLCs will be conducted weekly at \* Weekly Lesson Plans should be at minimum 80% 100% attendance to ensure all teachers are aligned to a grade-level standard and district gaining and sharing knowledge of content. instructional practices. \* Quarterly review of TEM Observation data will be obtaining content support and resources through collaboration, and effectively receiving latest conducted with 100% feedback (written or verbal). information. Teachers scoring Level 1 or Level 2 in any domain \* Collaborative planning will be embedded daily in will increase to Level 3 or at least improve by one the instructional day for effective instructional level in that domain. planning for each content area for by grade level. \* Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher In addition, a weekly collaborative planning session will be scheduled to allow instructional Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's coaches/support to provide feedback and guidance. Content meetings will also occur monthly Survey, Feedback, and Documentation. to ensure vertical and school-wide alignment and \* Instructional Leadership Team (ILT) meetings are implementation. conducted once a month at 90% attendance. \* New teacher professional learning support is \* Students shall perform at 70% or above OR have conducted weekly and/or as needed to ensure at least 5% increase on Teacher-created collegial support is offered to each new hire. assessments (online, verbal, or written) and \* Quarterly workshops and training sessions for schoolwide/district assessments. volunteers and parents to learn effective strategies \* Students shall increase growth to at least 40% of to help students reach the district's ELA goal. growth and/or improved placement on intervention \* Instructional Leadership Team (ILT) meetings are programs (IReady, Study Island, etc.) conducted once a month at 85% attendance to ensure 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 as well as targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.

### Effectiveness

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\*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*

* 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.			
* 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 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.			
* Quarterly PD conducted sessions for volunteers			
and parents with at least 20% of parental			
attendance based on the number of active			
students.			
* Instructional Leadership Team (ILT) meetings are			
conducted once a month at 90% attendance.			
* 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.				
*				
	[A 1.2.2] Conduct Observations/Learning Walks	Title I PLC	05/24/2024	
	Description	Coach -		
		Calandra		
		Jones-Howard,		
	*Provide a brief narrative of the proposed action	Instructional		
	step.*	Facilitator -		
		Viola Perry,		
	Learning walks and observations (formal, informal,	Principal -		
	peer, mentors,) to reflect on what was observed	Darla Young-		
	in order to provide feedback and strategies to	Berry,		
	improve instruction.	Assistant		
		Principals -		
	Implementation	Kevin		
		Chatman and		
		Marniecia		
	*Identify the indicator(s) used to measure	Boyd, ELA and		
	implementation of the action step.*	Mentor		
	W 11 : ( 1 1 1 : ( 7 : ( 1 1 1 )	Teachers		
	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			
	*Identify the benchmark(s) to be used to measure			
	effectiveness toward increasing student			
	achievement.*			
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	* 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			

programs (IReady, Study Island, etc.)  [A 1.2.3] Provide instructional support. Description Coach - Calandra Jones-Howard, Instructional step.*  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  Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Facilitate PD and PLCs when indicated for teachers Principals - Kevin	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 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			
	[A 1.2.3] Provide instructional support.  Description *Provide a brief narrative of the proposed action step.*  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	Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals -	05/24/2024	

Implementation	Boyd, ELA and		
	Mentor		
	Teachers		
*Identify the indicator(s) used to measure			
implementation of the action step.*			
implementation of the aution step.			
Markly Carehing and Mantaring appartunities			
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.			
during weekly observations.			
Cahaal based DLCa will be conducted weakly at			
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.			
Collegial Support is offered to each flew fille.			
Ettartinan			
Effectiveness			
•	•	•	

*Identify the benchmark(s) to be used to measure		
effectiveness toward increasing student		
achievement.*		
* 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		
Neterition, FLZ Surveys, illiumat and Fumal		

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 Description *Provide a brief narrative of the proposed action step.*  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, 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 English instruction.  Implementation	Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, ELA and Mentor Teachers	06/30/2024	

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 \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\* \* 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 teachers.  Description  *Provide a brief narrative of the proposed action step.*  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  *Identify the indicator(s) used to measure implementation of the action step.*  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  *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*  * New teacher professional learning support is	Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Mentor Teachers	05/24/2024	
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] Provide additional support for students who are failing to make academic progress Rationale	[A 1.3.1] Provide supplies, materials and academic programs to increase student performance  Description	Title I PLC Coach - Calandra Jones-Howard, Instructional	05/24/2024	

\*Provide a rationale for choosing the Facilitator -\*Provide a brief narrative of the proposed action strategy/intervention.\* Viola Perry. Principal step.\* Provide academic interventions, personalized Darla Young-Purchase/provide needed instructional supplies, learning activities, an individualized learning pace, Berry, and various instructional approaches designed to materials, academic programs/software, and Assistant meet the needs of specific learners to improve updated technology to increase student Principals student achievement. performance and support good first teaching. Kevin Chatman and Supporting Data Marniecia Implementation Boyd ----------TVAAS - ELA moved from a Level 1 in 2021 to a \*Identify the indicator(s) used to measure Level 5 in 2022. implementation of the action step.\* TNReady/TCAP Data-ELA Student achievement Resources will be distributed to teachers for on-track/mastery from a 2.1% in 2020-2021 to a student instructional use. 10.2% in 2021-2022. Effectiveness MasteryConnect ELA 2022-2023- there was growth from Winter to Spring of ALL students was 4.34 moving from 5.3 to 9.7 for met plus exceeded \*Identify the benchmark(s) to be used to measure Rate, Economically Disadvantaged Subgroup of effectiveness toward increasing student 3.66, English Learners Subgroup of 9.09, achievement.\* MultiRace of a 12.0, and White Subgroup of 20.0. \* Students shall perform at 70% or above OR have IReady Reading-student growth according to the at least 5% increase on common formative 2022-2023 Final Diagnostic reflected a 40% assessments resulting in at least 35% of students Typical Growth school-wide. Per Grade Level, it is meeting or exceeding expectations on the Mock as follows: Assessment. \* Students shall perform at 70% or above OR have •Grade 6 - 43% Met Annual Typical Growth, 20% at least 5% increase on Teacher-created Met Annual Stretch Growth, and 44% Improved assessments (online, verbal, or written), schoolwide assessment, and district quarterly Placement (1-2 grade levels) Plus, this grade have the highest Progress Median of 64%. assessments. \* Students shall increase to at least 40% of typical •Grade 7 - 40% Met Annual Typical Growth, 17% growth and/or improved placement on intervention Met Annual Stretch Growth, and 38% Improved programs (IReady, Study Island, etc.) Placement (1-2 grade levels) \* Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery. •Grade 8 - 42% Met Annual Typical Growth, 20% \* Weekly review of data reports should be Met Annual Stretch Growth, and 38% Improved implemented with 100% fidelity and students'

Placement (1-2 grade levels)	performance shall be 70% or above OR have at least 5% percent growth otherwise at least one		
Benchmark Indicator	additional intervention shall be implemented.		
Implementation	* Teachers will track and monitor data biweekly		
	with 100% consistency.		
*Llow will the turneround etretesy/intervention be			
*How will the turnaround strategy/intervention be monitored for implementation, including			
frequency.?*			
,			
* Students should perform at or above 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 ELA			
standards over a period of time. This will allow			
teachers to adjust strategies, target students, and re-teach or spiral standards based on data.			
* Monthly progress monitoring data review of			
students' performance in targeted intervention			
(AimsWeb, 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.			
* Weekly monitoring of student's personalized			
action plan lessons completed in IXL.			
* 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.			
Effectiveness			
*How will the turnaround strategy/intervention be			

monitored for effectiveness toward increasing				
student achievement, including the frequency?*				
* 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 1.3.2] Implement Response to Intervention	Title I PLC	05/24/2024	
	Description	Coach -		
		Calandra		
		Jones-Howard,		
	*Provide a brief narrative of the proposed action	Instructional		
	step.*	Facilitator -		
	Stop.	Viola Perry,		
	Litilize diagnostic tool (iBeady) and other sources			
	Utilize diagnostic tool (iReady) and other sources	Principal -		
	of data to identify students in bottom 10% in need	Darla Young-		
	of Tier II or Tier III intervention, provide computer-	Berry,		
	based and small group instruction based on skill	Assistant		
	deficits recommended, and offer foundational	Principals -		
	literacy support to targeted students.	Kevin		
		Chatman and		
	Implementation	Marniecia		
		Boyd,		
		Interventionist		
	*Identify the indicator(s) used to measure	– Linda		
	, , , , , , , , , , , , , , , , , , , ,			

<ul> <li>•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.</li> <li>Effectiveness</li> <li>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</li> <li>* 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.</li> <li>* Teachers will track and monitor data biweekly with 100% consistency.</li> <li>* Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, Study Island, etc.)</li> </ul>	Henderson Davis		
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  Description *Provide a brief narrative of the proposed action	Title I PLC Coach - Calandra Jones-Howard, Instructional	05/24/2024	
step.*  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	Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin		

cards, progress monitoring, and teacher	Chatman and		
recommendations.	Marniecia		
	Boyd		
Implementation			
*Identify the indicator(s) used to measure			
implementation of the action step.*			
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			
*Identify the benchmark(s) to be used to measure			
effectiveness toward increasing student			
achievement.*			
achievement.			
* \\\\ = \  \  \\ \ \ \ \ \ \ \ \ \ \ \ \			
* 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.			
and the plant to be a first to your mighter mackery.			

* 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 Description	Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Family Specialists – Issac Wright and Freda Dotson	05/24/2024	

* 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 7.7% in 2022 to 14.3% in 2024. Plus, a reduction of 6.25% of Below or Approaching students for grade 6-8.

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

### **District Turnaround Plan Goal**

[G 4] Build teacher capacity and content knowledge so that instruction reflects District's four instructional practice expectations from 47.6% in Spring 2023 to a minimum of 70% in 2024 on walkthroughs.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards	[A 2.1.1] Support rigorous learning	Title I PLC	05/24/2024		
aligned curricula	environments for all students.	Coach -			
Rationale	Description	Calandra			
		Jones-Howard,			
		Instructional			
*Provide a rationale for choosing the	*Provide a brief narrative of the proposed action	Facilitator -			
strategy/intervention.*	step.*	Viola Perry,			
		Principal -			
Provide daily access to rigorous Mathematics	**Provide supplies, materials, equipment, software	Darla Young-			
curriculum, quality core instruction, formative	(IXL, GoldBooks, Learning Upgrade, MobiMax,	Berry,			
assessments, and computer-based software that	KhanAcademy, DiscoveryEd, Measuring Up Books,	Assistant			
will develop students' deep understanding of the	Studylsland) and support for teachers and students	Principals -			
content, strengthen comprehension, aligned with	in order promote effective classroom environment	Kevin			
the State's academic content standards in order to	and instruction conducive to successful student	Chatman and			
promote mastery of TN Standards.	outcome.	Marniecia			
		Boyd,			

<sup>\*\*</sup>Effective Instruction | Best for All Strategic Plan alignment: Academics\*\*

Supporting Data	Strengthen technology-infusion through the use of	Technology		
	All-in-Learning Clickers (with nightly sync with SIS)	Coordinator -		
	in all core classes for instant assessment feedback,	Dorothy		
TVAAS – Math moved from a Level 1 in 2021 to a	access to student computers, and classroom	Williams		
Level 5 in 2022.	computers' station for effective implementation of	Hudson, Math		
	research-based instruction. Plus, maintain a	Teachers		
TNReady/TCAP Data–Math Student achievement	computer lab for each grade level for additional			
on-track/mastery from a 1.8% in 2020-2021 to a	intervention and assessments. Ensure proper and			
7.7% in 2021-2022.	consistent utilize of One-to-One Device and school			
Mantan Occurred Math 2000 2000 the second	laptops for the learning and assessments.			
MasteryConnect Math 2022-2023 – there was	landamente automidad alana mariada fram 60			
growth for Fall to Spring from 10.5 to 12.5 in our MultiRace Subgroup. In our White Subgroup, they	Incorporate extended class periods from 60 minutes to 75 minutes to maximize instructional			
reached a high of 40% in the Winter testing.	time for good first teaching and student academic			
	enrichment.			
IReady Math – student growth according to the	emonification.			
2022-2023 Final Diagnostic reflected a 100%	Provide 6th, 7th, and 8th Math students the			
Typical Growth school-wide in Math. Per Grade	opportunity to improve academically by gaining			
Level, it is as follows:	insight and deep understanding through field trips			
,	experiences as it relates to mathematics concepts			
•Grade 6 - 46% Met Annual Typical Growth, 15%	and careers and in alignment with Math standards			
Met Annual Stretch Growth, and 50% Improved	and/or performance practices.			
Placement (1-2 grade levels) Plus, the Progress				
Median was 80%	Implement specialized intervention programs for			
	students on select weekends, non-instructional			
•Grade 7 - 47% Met Annual Typical Growth, 29%	days, and/or during the summer to increase			
Met Annual Stretch Growth, and 52% Improved	student academic readiness and enrichment.			
Placement (1-2 grade levels). Plus, the Progress				
Median was 84%				
•Grade 8 - 61% Met Annual Typical Growth, 33%				
Met Annual Stretch Growth, and 63% Improved	Implementation			
Placement (1-2 grade levels), Plus, the Progress				
Median was 150%				
modal. mad 1007	*Identify the indicator(s) used to measure			
Benchmark Indicator	implementation of the action step.*			
Implementation				
	Benchmark assessments will be administered			
	during appropriate windows. The students will			
*How will the turnaround strategy/intervention be	utilize one-to-one devices and computer labs for			
monitored for implementation, including	online assessments. Students should perform at or			
frequency.?*	above the 70% on District Formative Assessments			

- •Students should perform at or above the 70% on District 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 (bi-weekly, quarterly) allow teachers to track students' progress on Math 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 using data trackers.
- •Lesson Plan Review (weekly) will 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.
- •Weekly informal observations using the District Classroom Walkthrough Protocol and Debriefing Document with data 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.
- •Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.

#### Effectiveness

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\*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\* (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 (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

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- \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*
- Students shall perform at 70% or above OR have at least 5% increase on district quarterly assessments.
- 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

Students shall perform at 70% or above OR have at least 5% increase on district quarterly assessments.  Student shall perform at 70% or above OR have at	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)			
least 5% increase on common formative assessments resulting in at least 35% of student meeting or exceeding expectations on the Mock Assessment.	Students shall increase growth have at least 40% of growth and/or improved placement on intervention programs (IReady, IXL, etc.)			
•Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices.	Teachers will track and monitor data biweekly with 100% consistency.			
•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.				
	[A 2.1.2] Use of common formative assessments and data trackers to continuously measure student progress.  Description *Provide a brief narrative of the proposed action step.*	Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young-	04/12/2024	
	Grade level/content specific common formative assessments (quarterly) and collaboratively created teacher biweekly common assessment that aligned with TN State Standards.	Berry, Assistant Principals - Kevin Chatman and		
	Use of Data Trackers by teachers and students to monitor academic progress towards	Marniecia Boyd, Math		

meeting/exceeding school and individual students' Teachers 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. Implementation \*Identify the indicator(s) used to measure implementation of the action step.\* 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 District 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 (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 \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\* • Students shall perform at 70% or above OR have at least 5% increase on district quarterly

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assessments.				
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)				
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 Description *Provide a brief narrative of the proposed action step.*  Utilize formal (TEM rubric) and informal (Educational Epiphany, Zone 5 Foci) 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	Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Math Teachers	04/30/2024		

\*Identify the indicator(s) used to measure implementation of the action step.\* Weekly informal observations using the District Classroom Walkthrough Protocol and Debriefing Document with data 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. 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 \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\* • Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district

instructional practices.			1
• 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  Description *Provide a brief narrative of the proposed action step.*  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.	Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Math Teachers	05/24/2024	
Implementation			
*Identify the indicator(s) used to measure implementation of the action step.*			

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 -----\*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\* •Students shall perform at 70% or above OR have at least 5% increase on district quarterly assessments. •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 2.1.5] Provide content support.	Title I PLC	05/24/2024	
*Provide a brief narrative of the proposed action step.*  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  *Identify the indicator(s) used to measure implementation of the action step.*  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 instructional strategies and areas of needed.	Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, School Mentors		

Effectiveness		
*Identify the henchmark(s) to be used to measure		
*Identify the benchmark(s) to be used to measure		
effectiveness toward increasing student		
achievement.*		
•Students shall perform at 70% or above OR have		
at least 5% increase on district quarterly		
assessments.		
assessments.		
•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.		
Assessificit.		
•Weekly Lesson Plans should be at minimum 80%		
aligned to a grade-level standard and district		
instructional practices.		
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•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		
1 Caonors will track and mornior data biweekly with	<u> </u>	

	100% consistency				
	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] Create opportunities for staff	[A 2.2.1] Support provided by Instructional	Title I PLC	05/24/2024		
collaboration focused on improving the quality	Leaders	Coach -			
of the teaching and learning in all classrooms	Description	Calandra			
Rationale		Jones-Howard,			
		Instructional			
	*Provide a brief narrative of the proposed action	Facilitator -			
*Provide a rationale for choosing the	step.*	Viola Perry,			
strategy/intervention.*		Principal -			
	Weekly PLCs, grade level, and/or content meetings	Darla Young-			
Provide ongoing, high quality professional	led by PLC coach, instructional coach and/or team	Berry,			
development for school leaders, teachers, and	lead to provide support based on evaluations, walk-	Assistant			
other instructional staff that focuses on instructional	through trends, and needs assessment provided by	Principals -			
shifts and strategies that result in improved student	teachers.	Kevin			
performance. Professional development and		Chatman and			
Professional Learning Communities will serve as	Implementation	Marniecia			
collaboration that will build teacher capacity in		Boyd, Math			
data-driven instruction, articulating the instructional		and Mentor			
practice shift, improving teachers' pedagogy of the	*Identify the indicator(s) used to measure	Teachers			
content, and the implementation of quality instruction that will improve students' skill set,	implementation of the action step.*				
mastery of standard look-fors, and proficient math	* Weekly Coaching and Mentoring opportunities				
concepts.	through faculty presentations, help sessions,				
	weekly observations including peer observations in				
Supporting Data	order to allow teachers the chance to share and				
	model successful strategies with colleagues.				
	* Monthly school-based PD sessions and district				
TVAAS – Math moved from a Level 1 in 2021 to a	PD opportunities will provide targeted training for				
Level 5 in 2022.	teachers that should result in more effective daily				
TNP and v/TCAP Data, Math Student achievement	instructional practices that should be observed				
TNReady/TCAP Data–Math Student achievement	during weekly observations.  * School-based PLCs will be conducted weekly at				
on-track/mastery from a 1.8% in 2020-2021 to a 7.7% in 2021-2022.	100% attendance to ensure all teachers are				
1.1 /0     2U2  -2U22. 	gaining and sharing knowledge of content,				
MasteryConnect Math 2022-2023 – there was	obtaining content support and resources through				
growth for Fall to Spring from 10.5 to 12.5 in our	collaboration, and effectively receiving latest				
grown for rail to opining from 10.5 to 12.5 in our	Conaporation, and enectively receiving latest				

MultiRace Subgroup. In our White Subgroup, they reached a high of 40% in the Winter testing.

IReady Math – student growth according to the 2022-2023 Final Diagnostic reflected a 100% Typical Growth school-wide in Math. Per Grade Level. it is as follows:

- •Grade 6 46% Met Annual Typical Growth, 15% Met Annual Stretch Growth, and 50% Improved Placement (1-2 grade levels) Plus, the Progress Median was 80%
- •Grade 7 47% Met Annual Typical Growth, 29% Met Annual Stretch Growth, and 52% Improved Placement (1-2 grade levels). Plus, the Progress Median was 84%
- •Grade 8 61% Met Annual Typical Growth, 33% Met Annual Stretch Growth, and 63% Improved Placement (1-2 grade levels), Plus, the Progress Median was 150%

### **Benchmark Indicator**

Implementation

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- \*How will the turnaround strategy/intervention be monitored for implementation, including frequency?\*
- •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.
- Weekly Coaching and Mentoring opportunities

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

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- \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*
- \* 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

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

- •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.
- •Quarterly workshops and training sessions for volunteers and parents to learn effective strategies to help students reach the district's Mathematics goal.
- •Instructional Leadership Team (ILT) meetings are conducted once a month at 85% attendance to ensure school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and

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.)

effectively communicating new information with			
school-level educators as well as targeted training			
that should result in more effective daily			
instructional practices that should be observed			
during district walk throughs.			
during district wark trifodgris.			
Effectiveness			
*How will the turnaround strategy/intervention be			
monitored for effectiveness toward increasing			
student achievement, including the frequency?*			
•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.			
in that domain.			
-Monthly asked hased DD assessors and district DD			
•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 and weekly collaborative			
planning session will have a goal of 100%			
attendance rate. The monthly Content meetings will			
have at least 90% attendance rate.			
at load 5575 attendanto rate.			
New teacher professional learning support is			
Treew reacher 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.  •Quarterly PD conducted sessions for volunteers and parents with at least 20% of parental attendance based on the number of active students.  •Instructional Leadership Team (ILT) meetings are conducted once a month at 90% attendance.				
	[A 2.2.2] Conduct Observations/Learning Walks Description *Provide a brief narrative of the proposed action step.*  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 *Identify the indicator(s) used to measure implementation of the action step.*  •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, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Math and Mentor Teachers	05/24/2024	

\*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\* 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.)

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[A 2.2.3] Provide instructional support	Title I PLC	05/24/2024		
Description	Coach -			
	Calandra			
	Jones-Howard,			
*Provide a brief narrative of the proposed action	Instructional			
step.*	Facilitator -			
	Viola Perry,			
The district coaches, site-based content lead, PLC	Principal -			
coach, Instructional Facilitator, and administrative	Darla Young-			
content leads will provide content coaching and in	Berry,			
class support for teachers as needed as well as	Assistant			
facilitate PD and PLCs when indicated for teachers	Principals -			
throughout the year. Plus, provide support during	Kevin			
collaborative planning and help sessions.	Chatman and			
condition planning and neip economic.	Marniecia			
Implementation	Boyd, Math			
	and Mentor			
	Teachers			
*Identify the indicator(s) used to measure	rodonoro			
implementation of the action step.*				
and a second state of the				
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.				
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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.				
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.				
iniomation.				
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

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- \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*
- \* 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	Title I PLC	06/30/2024	
Opportunities	Coach -		
Description	Calandra		
	Jones-Howard,		
	Instructional		
*Provide a brief narrative of the proposed action	Facilitator -		
step.*	Viola Perry,		
	Principal -		
Professional development	Darla Young-		
opportunities/conferences facilitated by the school,	Berry,		
district, state, region and/or national that	Assistant		
addresses, but not limited to, TN Subject area	Principals -		
Standards, cross-curriculum core support subjects	Kevin		
(Science and STEAM), building teacher capacity,	Chatman and		
strengthen content-area effectiveness, software	Marniecia		
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usage, technology-infusion, All-In-One Learning,	Boyd, Math		
Gradual Release, Unbounded (GLEAM), Model	and Mentor		
Schools Concepts, classroom management, and	Teachers		
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			
*Identify the indicator(s) used to measure			
implementation of the action step.*			
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			
*Identify the benchmark(s) to be used to measure			
effectiveness toward increasing student			
achievement.*			
* 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			
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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	Title I PLC	05/24/2024	
opportunities for new teachers.	Coach -		
Description	Calandra		
	Jones-Howard,		
	Instructional		
*Provide a brief narrative of the proposed action	Facilitator -		
step.*	Viola Perry,		
	Principal -		
Weekly new teacher mentoring sessions to provide	Darla Young-		
additional support related to academic, culture,	Berry,		
climate, and processes to build teacher's capacity	Assistant		
and specialized professional development.	Principals -		
	Kevin		
Implementation	Chatman and		
	Marniecia		
	Boyd, Math		
*Identify the indicator(s) used to measure	and Mentor		
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implementation of the action step.*	Teachers		
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			
*Identify the benchmark(s) to be used to measure			
effectiveness toward increasing student			
achievement.*			
aomevement.			
* New teacher professional learning support is			
1			
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 2.3] Provide additional support for students who are failing to make academic progress Rationale *Provide a rationale for choosing the strategy/intervention.*  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.  Supporting Data  TVAAS – Math moved from a Level 1 in 2021 to a Level 5 in 2022.  TNReady/TCAP Data—Math Student achievement on-track/mastery from a 1.8% in 2020-2021 to a 7.7% in 2021-2022.  MasteryConnect Math 2022-2023 – there was growth for Fall to Spring from 10.5 to 12.5 in our MultiRace Subgroup. In our White Subgroup, they reached a high of 40% in the Winter testing.	[A 2.3.1] Provide supplies, materials and academic programs to increase student performance  Description  *Provide a brief narrative of the proposed action step.*  Purchase/provide needed instructional supplies, materials, academic programs/software, and updated technology to increase student performance and support good first teaching.  Implementation  *Identify the indicator(s) used to measure implementation of the action step.*  Resources will be distributed to teachers for student instructional use.  Effectiveness	Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd	05/24/2024	

IReady Math – student growth according to the 2022-2023 Final Diagnostic reflected a 100% Typical Growth school-wide in Math. Per Grade Level, it is as follows:

- •Grade 6 46% Met Annual Typical Growth, 15% Met Annual Stretch Growth, and 50% Improved Placement (1-2 grade levels) Plus, the Progress Median was 80%
- •Grade 7 47% Met Annual Typical Growth, 29% Met Annual Stretch Growth, and 52% Improved Placement (1-2 grade levels). Plus, the Progress Median was 84%
- •Grade 8 61% Met Annual Typical Growth, 33% Met Annual Stretch Growth, and 63% Improved Placement (1-2 grade levels), Plus, the Progress Median was 150%

## **Benchmark Indicator**

Implementation

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- \*How will the turnaround strategy/intervention be monitored for implementation, including frequency?\*
- •Students should perform at or above 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 Math standards over a period of time. This will allow teachers to adjust strategies, target students, and re-teach or spiral standards based on data.
- •Monthly progress monitoring data review of students' performance in targeted intervention (AimsWeb, IReady,..) to determine next steps of

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), schoolwide 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.

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.			
37			
•Weekly monitoring of student's personalized			
action plan lessons completed in IXL.			
dollori piari iodocrio compictoa iri i//2.			
•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			
1			
and the impact on student learning and content			
delivery.			
Effectiveness			
*How will the turnaround strategy/intervention be			
monitored for effectiveness toward increasing			
student achievement, including the frequency?*			
•Students shall perform at 70% or above OR have			
at least 5% increase on district quarterly			
assessments.			
•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.			
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 2.3.2] Implement Response to Intervention	Title I PLC	05/24/2024		_
	Description	Coach -			
		Calandra			
		Jones-Howard,			
	*Provide a brief narrative of the proposed action	Instructional			
	step.*	Facilitator -			
		Viola Perry,			
	Utilize diagnostic tool (iReady) and other sources	Principal -			
	of data to identify students in bottom 10% in need	Darla Young-			
	of Tier II or Tier III intervention, provide computer-	Berry,			
	based and small group instruction based on skill	Assistant			
	deficits recommended, and offer foundational	Principals -			
	literacy support to targeted students.	Kevin			
		Chatman and			
	Implementation	Marniecia			
		Boyd,			
		Interventionist			
	*Identify the indicator(s) used to measure	<ul><li>Linda</li></ul>			
	implementation of the action step.*	Henderson			
		Davis			
	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.				
	F# .:				
	Effectiveness				
	*Identify the honology (a) to be used to recover				
	*Identify the benchmark(s) to be used to measure				
	effectiveness toward increasing student				
	achievement.*				
	* 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				
	reactions will track and monitor data biweekly			<u> </u>	

[A 2.3.3] Address Learning Gap  Description Coach - Calandra Jones-Howard.	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.			
"Provide a brief narrative of the proposed action step."  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  "Identify the indicator(s) used to measure implementation of the action step."  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  "Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement."  Completion of program with standard's mastered.	*Provide a brief narrative of the proposed action step.*  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*  *Identify the indicator(s) used to measure implementation of the action step.*  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	Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia	05/24/2024	

* 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), schoolwide 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  Description	Title I PLC Coach - Calandra Jones-Howard, Instructional	05/24/2024	
*Provide a brief narrative of the proposed action step.*  Develop and conduct school- based parent center programs, trainings, and meetings that are aligned with the academic needs of the students in order to	Facilitator - Viola Perry, Principal - Darla Young- Berry,		

	increase the parent's ability to support the child's	Assistant		
	academic achievement.	Principals -		
		Kevin		
	Implementation	Chatman and		
		Marniecia		
		Boyd, Family		
	*Identify the indicator(s) used to measure	Specialists –		
	implementation of the action step.*	Issac Wright		
	,	and Freda		
	Provide monthly parental activities that support	Dotson		
	academics achievement.			
	Effectiveness			
	*Identify the benchmark(s) to be used to measure			
	effectiveness toward increasing student			
	achievement.*			
	* 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.			
10 01 0 d	the Sahaal will raduce the percentage of chronically		1 0000	

[G 3] Safe and Healthy Students: Havenview Middle School will reduce the percentage of chronically absent students from 3.9% in 2022-2023 to 2.0% in 2023 and reduce the Suspension Rate percentage from 13.6% in 2022 to 5.0% in 2023-2024.

\*\*Student Support and Services | Best for All Strategic Plan alignment: Student Readiness\*\*

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and

learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

# **District Turnaround Plan Goal**

[G 1] Priority schools will reduce chronic absenteeism rates from approximately 31% in 2023 to approximately 26% in 2024 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Support students in overcoming barriers related to student attendance Rationale *Provide a rationale for choosing the strategy/intervention.*  Implement targeted interventions and support programs and initiatives that address identified attendance needs and provide appropriate student supports.  Supporting Data	[A 3.1.1] Notify Parents  Description *Provide a brief narrative of the proposed action step.*  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 *Identify the indicator(s) used to measure implementation of the action step.*  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	Assistant Principals: Kevin Chatman and Marniecia Boyd, 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	05/24/2024		
*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?*	*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*	ucsigned stail			
In order to look at attendance rates and factors that cause students to be absent from school the	•Student discipline reports and attendance/suspension data will be monitored each				

* 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.  * 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).	20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement.  •Monitor students weekly in order to reduce truancy 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.			
Effectiveness *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*  * 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 by 5% within these students and ensure 100% compliance of program initiatives.				
	[A 3.1.2] Provide Alternatives and Assistance related to root causes.  Description *Provide a brief narrative of the proposed action step.*  Provide alternative to out-of-suspension and	Assistant Principals: Kevin Chatman and Marniecia Boyd, Guidance Counselors: Myesha	05/24/2024	

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 student receives attendance credit and the needed disciplinary action.  Implementation
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 a isolated area monitored by the ISS teacher ensures student receives attendance credit and the needed disciplinary action.  Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, Attendance Secretary: J. Harris, Principal Darla Young-Berry, and other designed staff
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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 a isolated area monitored by the ISS teacher ensures student receives attendance credit and the needed disciplinary action.  Implementation
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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 a isolated area monitored by the ISS teacher ensures student receives attendance credit and the needed disciplinary action.  Implementation
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report school yet reported to a isolated area monitored by the ISS teacher ensures student receives attendance credit and the needed disciplinary action.  Implementation
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report school yet reported to a isolated area monitored by the ISS teacher ensures student receives attendance credit and the needed disciplinary action.  Implementation
monitored by the ISS teacher ensures student receives attendance credit and the needed disciplinary action.
receives attendance credit and the needed disciplinary action.  Implementation
disciplinary action.  Implementation
Implementation
*Identify the indicator(s) used to measure
implementation of the action step.*
Litilize of orderly, etch by etch process conding the
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
*Identify the benchmark(s) to be used to measure

effectiveness toward increasing student				
achievement.*				
•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%.				
, and the second				
•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.				
Cito.				
•Teachers will track and monitor parent				
communications monthly via parent communication				
logs with 100% consistency.				
[A 3.1.3] Follow Attendance/Truncy Plan	Principal: Darla	05/24/2024		
Description	Young-Berry			
	Assistant			
	Principals:			
*Provide a brief narrative of the proposed action	Kevin			
step.*	Chatman and			
	Marniecia			
Havenview Middle will implement a plan targeted at	Boyd,			
improving attendance with fidelity daily. This	Guidance			
includes monitoring attendance entry and	Counselors:			
processes for multiple absences.	Myesha			
	James,			
Implementation	Shaudra			
	Gatewood, and			
	Teresa Tate,			
*Identify the indicator(s) used to measure	Dean of			
implementation of the action step.*	Students:			
1			l	

Attendance and suspension data will be monitoring daily. Teachers and Family Specialist observed attendance issues including Tardiness and early check. The 20-day reporting period will be monitored carefully for students' attendance concerns.  Effectiveness *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*  •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 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.	Donald Jackson, Attendance Secretary: J. Harris, Principal, and other designed sta		
[A 3.1.4] Maintain an Attendance / Discipline Team Description *Provide a brief narrative of the proposed action step.*  Utilize cross-functional teams (data team, RTI2B team, ILT team) to review attendance, chronic	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Marniecia Boyd, Guidance Counselors:	05/24/2024	

absenteeism, and connections to behavioral data	Myesha	
to identify at-risk students every 20 days.	James,	
	Shaudra	
Implementation	Gatewood, and	
	Teresa Tate,	
	Dean of	
*Identify the indicator(s) used to measure	Students:	
implementation of the action step.*	Donald	
	Jackson,	
Attendance and suspension data will be monitoring	Attendance	
daily. Student discipline 20-day reports will be	Secretary: J.	
carefully monitored on students' behavior and	Harris,	
effectiveness behavioral interventions and	Principal, and	
supports.	other designed	
	sta	
Effectiveness		
*Identify the benchmark(s) to be used to measure		
effectiveness toward increasing student		
achievement.*		
•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.		
Choure at react a 1070 continued improvement		
•Monitor students weekly in order to reduce truancy		
by 5% within these students and ensure 100%		
compliance of program initiatives.		
Sompliance of program initiatives.		
•Increase collaboration and/or communication with		
parents by at least 20% via parent teacher		
conferences, volunteerism, committee meetings,		
etc.		
•Topohoro will track and manifer parent		
•Teachers will track and monitor parent		
communications monthly via parent communication		
logs with 100% consistency.		
•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%.  [A 3.1.5] Targeted Training and Professional Development Description	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and	05/24/2024	
attendance, chronic absenteeism, social and emotional support.  Professional development opportunities/conferences (in-town or 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, climate, and processes to build teacher's capacity and specialized professional development in order to ensure safe and healthy environments within the classroom.	James, Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, Attendance Secretary: J. Harris, Principal, and other designed sta		

Implementation \*Identify the indicator(s) used to measure implementation of the action step.\* 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 -----\*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\* \* 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 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 3.2] Support students in overcoming barriers related to student behavior Rationale *Provide a rationale for choosing the strategy/intervention.*  Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student support.  Supporting Data	[A 3.2.1] Notify Parents  Description *Provide a brief narrative of the proposed action step.*  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 *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Marniecia Boyd, Guidance Counselors: Myesha James, Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, and other designed staff	05/24/2024	

<ul> <li>Student attendance/truancy data will be</li> </ul>				
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				
· I				
100 % compliance of program initiatives.				
• Ingrance collaboration and/or communication with				
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etc.				
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logs with 100% consistency.				
	monitored each 20-day reporting with 100% fidelity	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 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	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 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	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 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

		I	
[A 3.2.2] Provide Alternative Discipline	Principal: Darla	05/24/2024	
Description	Young-Berry		
	Assistant		
	Principals:		
*Provide a brief narrative of the proposed action	Kevin		
step.*	Chatman and		
	Marniecia		
•The Reset Room to provide academic instruction	Boyd,		
for students with behavior incidents, provide	Guidance		
counseling opportunities for students to reflect on	Counselors:		
misbehavior and redirect accordingly, and use	Myesha		
character education classes for to assist students	James,		
in establishing and implementing behaviorally and	Shaudra		
academically into mainstream classroom and social	Gatewood, and		
situations.	Teresa Tate,		
	Dean of		
•The In-school suspension requires students to still	Students:		
report school yet reported to a isolated area	Donald		
monitored by the ISS teacher ensures student	Jackson, and		
receives attendance credit and the needed	other designed		
	staff		
Implementation			
*Identify the indicator(s) used to measure			
implementation of the action step.*			
The Reset Room and In-School will be use as part			
of our progressive discipline. However, the			
Guidance Counselor will be the only for responsible			
for referrals to the Reset Room after conferencing			
with the student and/or parent. The In-school			
suspension will follow the discipline plan via			
administrators.			
Effectiveness			
*Identify the benchmark(s) to be used to measure			
effectiveness toward increasing student			
achievement.*			
L		l	

		T	T	
	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%.			
	, in the second			
	•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.			
	Should at loadt a 1070 dolltinadad improvement.			
	•Increase collaboration and/or communication with			
	parents by at least 20% via parent teacher			
	conferences, volunteerism, committee meetings,			
	etc.			
	etc.			
	•Toochara will trook and manitar parent			
	•Teachers will track and monitor parent			
	communications monthly via parent communication			
	logs with 100% consistency.			
	[A 3.2.3] Follow RTI2B Plan	Principal: Darla	05/24/2024	
	Description	Young-Berry		
		Assistant		
		Principals:		
	*Provide a brief narrative of the proposed action	Kevin		
	step.*	Chatman and		
	•	Marniecia		
	Havenview Middle will implement the Response to	Boyd,		
	Intervention 2 - B plan targeted at improving	Guidance		
	discipline and attendance with fidelity on a daily	Counselors:		
	basis.	Myesha		
		James,		
	Implementation	Shaudra		
		Gatewood, and		
		Teresa Tate,		
	*Identify the indicator(s) used to measure	Dean of		
	1	Students:		
	implementation of the action step.*			
	DTIOD data will be monitoring daily. The DDIO and	Donald		
	RTI2B data will be monitoring daily. The PBIS and	Jackson, and		
1	Progress Discipline Plan will be followed with	other designed		

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	staff		
*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*			
•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 3.2.4] Maintain an Attendance / Discipline Team Description	Principal: Darla Young-Berry Assistant Principals: Kevin	05/24/2024	
*Provide a brief narrative of the proposed action step.*	Chatman and Marniecia Boyd,		
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	Guidance Counselors: Myesha James,		

days	Shaudra		
	Gatewood, and		
Implementation	Teresa Tate,		
	Dean of		
	Students:		
*Identify the indicator(s) used to measure	Donald		
implementation of the action step.*	Jackson,		
implementation of the action step.	Attendance		
Attendance and suspension data will be monitoring	Secretary: J.		
	Harris, and		
daily. Student discipline 20-day reports will be			
carefully monitored on students' behavior and	other designed		
effectiveness behavioral interventions and	staff		
supports.			
Effectiveness			
*Identify the benchmark(s) to be used to measure			
effectiveness toward increasing student			
achievement.*			
•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 elegeneous tooches			
•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			
communications monthly via parent communication			

logs with 100% consistency.			
	Dringing! Dar!	05/24/2024	
[A 3.2.5] Targeted Training and Professional	Principal: Darla	05/24/2024	
Development Description	Young-Berry Assistant		
Description			
	Principals:		
*Drawide a brief negretive of the proposed action	Kevin		
*Provide a brief narrative of the proposed action	Chatman and		
step.*	Marniecia		
Stoff Training Provide principals cabool	Boyd,		
Staff Training: Provide principals, school	Guidance		
counselors, behavioral specialists, and other	Counselors:		
support staff training to address student discipline,	Myesha		
attendance, chronic absenteeism, social and	James,		
emotional support.	Shaudra		
Professional development	Gatewood, and		
Professional development opportunities/conferences (in-town and out-of-	Teresa Tate,		
, ,	Dean of		
town) facilitated by the school, district, state and/or	Students:		
region that address, but not limited to, classroom	Donald		
management, RTI2B, A.C.E.S., Responsive	Jackson, Attendance		
Classroom, and other topics suggested by PD			
survey and observations, will be offered to general	Secretary: J. Harris, and		
and SPED teacher to incorporate best strategies to	· ·		
promote a safe environment for conducive to	other designed		
learning.	staff		
Targeted learning opportunities for new teachers:			
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 in order			
to ensure safe and healthy environments within the			
classroom.			
Implementation			
Implementation			
*Identify the indicator(s) used to measure			
*Identify the indicator(s) used to measure			
implementation of the action step.*			

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

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\*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*

- \* 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 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] Engage students, families, and communities to support students in overcoming barriers to learning Rationale *Provide a rationale for choosing the strategy/intervention.*  Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.  Supporting Data	[A 3.3.1] Notify Parents  Description	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, and	05/24/2024	
Noview 20-day student attenuance reports at the	Committee meetings, etc.			

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 training parent ambassador to determine the impact on their attendance rates.  Evidence of parent participation in decisions relating to the deutation of their children and collaboration efforts on district level topics through monthly parent surveys.  Effectiveness  —————————————————————————————————					
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 survey to monitor their impact on students success by way of their contributions of resources and time.  Effectiveness  "How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?"  Review 20-day student attendance reports with 100% fedelback, per grade level  Conduct semi-annual surveys for adopters with at least 80% of feedback.  [A 3.3.2] Provide stakeholder training.  Description  Oxford Training and Stategy for adopters with at least 80% of feedback.					
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Description Young-Berry					
Description Young-Berry		[A 3.3.2] Provide stakeholder training.	Principal: Darla	05/24/2024	
Assistant					
			Assistant		

Principals: \*Provide a brief narrative of the proposed action Kevin Chatman and step.\* Marniecia Provide training sessions (in-person and virtual) all Boyd, Family stakeholders that focuses on ways to address Engagement student discipline, attendance, chronic Specialists: absenteeism, social and emotional support. There Freda Dotson and Issac will also be trainings that educate parents of instructional strategies, lessons, and supportive Wright, information for at-home learning. Furthermore, Guidance professional development for teachers which focus Counselors: on building relationship with parents as partners in Myesha their child's education. James, Shaudra Gatewood, and Implementation Teresa Tate. Dean of \*Identify the indicator(s) used to measure Students: Donald implementation of the action step.\* Jackson, and Havenview implement the following programs: Parent University, Annual Title One Meeting, Open House, Date with Data/Data Night, Breakfast with the Principal, Lunch and Learn, School Improvement Planning Meetings, Grade Level Meeting, Muffins with Moms, Donuts with Dads) Effectiveness \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\* 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.			
Committee meetings, etc.			
Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.			
[A 3.3.3] Develop Mentoring and Networking Program Description	Principal: Darla Young-Berry Assistant	05/24/2024	
	Principals: Kevin		
*Provide a brief narrative of the proposed action step.*	Chatman and Marniecia Boyd, Family		
Connect with adopters, community partners, and other agencies, along with faculty/staff, to as mentor to at-risk students plus allow positive	Engagement Specialists: Freda Dotson		
networking opportunities for parents and students.	and Issac Wright,		
Implementation	Guidance Counselors: Myesha		
*Identify the indicator(s) used to measure implementation of the action step.*	James, Shaudra Gatewood, and		
Have the groups to sponsor items, activities, or events to support the student wellness and the	Teresa Tate, Dean of		
whole such as special workshops and training.	Students:		
Effectiveness	Jackson, and		
*Identify the benchmark(s) to be used to measure			
effectiveness toward increasing student achievement.*			
* 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			

 <u> </u>		
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.		