

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

<p>TVAAS – ELA moved from a Level 1 in 2021 to a Level 5 in 2022.</p> <p>TNReady/TCAP Data–ELA Student achievement on-track/mastery from a 2.1% in 2020-2021 to a 10.2% in 2021-2022.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> · 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) <p>**</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p>	<p>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.</p> <p>Incorporate extended class periods from 60 minutes to 75 minutes to maximize instructional time for good first teaching and student academic enrichment.</p> <p>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.</p> <p>Implement specialized intervention camps for students on select weekends, non-instructional days, and/or during the summer to increase student academic readiness and enrichment.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p>				
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<p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Students shall perform at 70% or above OR have</p>	<p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> •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. <p>•Students shall perform at 70% or above OR have</p>				
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<p>at least 5% increase on district quarterly assessments.</p> <p>* 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.</p> <p>* Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices.</p> <p>* 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.</p> <p>* 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.</p>	<p>at least 5% increase on Teacher-created assessments (online, verbal, or written)</p> <ul style="list-style-type: none"> •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. 				
	<p>[A 1.1.2] Use of common formative assessments and data trackers to continuously measure student progress</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Grade level/content specific common formative assessments (quarterly) and collaboratively created teacher biweekly common assessment that aligned with TN State Standards.</p> <p>Use of Data Trackers by teachers and students to monitor academic progress towards meeting/exceeding school and individual students' measurable goals. The teacher will analyze multiple data sources, use the results to provide timely feedback to share with students and parents, implement reteaching strategies, and incorporate needed interventions. The students will also</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, ELA Teachers</p>	<p>04/12/2024</p>		

	<p>document their own progress on assessments plus setting individual goals/target via Student Data Tracker.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.</p> <p>•Students shall perform at 70% or above OR have at least 5% increase on district quarterly assessments.</p>				
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	<p>[A 1.1.3] Conduct weekly classroom observation and feedback. Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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.</p> <p>Implementation -----</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, ELA Teachers</p>	<p>04/30/2024</p>		

	<p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>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.</p> <p>During PLCs, there will also be opportunities to share/observe deliberate practices and other areas of need.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>•Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices.</p>				
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	<p>[A 1.1.4] Access to rigorous curriculum Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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</p> <p>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.</p> <p>Implementation</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Teachers will use curriculum standard-align resources including textbook and its online materials. Plus, resources workbooks and online</p>	<p>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</p>	<p>05/24/2024</p>		

	<p>program to support the curriculum, quality instruction, and help monitoring students' progress toward mastery.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> •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% 				
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	<p>of growth and/or improved placement on intervention programs (IReady, Study Island, etc.)</p> <p>•Teachers will track and monitor data biweekly with 100% consistency.</p>				
	<p>[A 1.1.5] Provide content support</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Use district ELA Instructional Coaches, school-based Professional Learning Communities Coach and Instructional Facilitator, and new teacher mentors to provide direct support to targeted teachers to improve literacy instructional practices and proper utilization of instruction time in classrooms. Additional Educational Assistant to help with interventions especially for at-risk students and collection/analysis of data.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, School Mentors</p>	<p>05/24/2024</p>		

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<p>[S 1.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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.</p> <p>Supporting Data -----</p> <p>TVAAS – ELA moved from a Level 1 in 2021 to a Level 5 in 2022.</p> <p>TNReady/TCAP Data–ELA Student achievement on-track/mastery from a 2.1% in 2020-2021 to a 10.2% in 2021-2022.</p> <p>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.</p> <p>IReady Reading– student growth according to the 2022-2023 Final Diagnostic reflected a 40%</p>	<p>[A 1.2.1] Support provided by Instructional Leaders</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Weekly PLCs, grade level, and/or content meetings led by PLC coach, instructional coach and/or team lead to provide support based on evaluations, walk-through trends, and needs assessment provided by teachers.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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</p>	<p>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</p>	<p>05/24/2024</p>		
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<p>Typical Growth school-wide. Per Grade Level, it is as follows:</p> <ul style="list-style-type: none"> •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) <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.??*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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</p>	<p>guidance. Content meetings will also occur monthly to ensure vertical and school-wide alignment and implementation.</p> <p>* New teacher professional learning support is conducted weekly and/or as needed to ensure collegial support is offered to each new hire.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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</p>				
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<p>during weekly observations.</p> <ul style="list-style-type: none"> * 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 ELA 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 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. <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p>	<p>in that domain.</p> <ul style="list-style-type: none"> * Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices. * Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation. * Instructional Leadership Team (ILT) meetings are conducted once a month at 90% attendance. * Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) and schoolwide/district assessments. * Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (iReady, Study Island, etc.) 				
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<p>growth and/or improved placement on intervention programs. *</p>					
	<p>[A 1.2.2] Conduct Observations/Learning Walks Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Learning walks and observations (formal, informal, peer, mentors, ...) to reflect on what was observed in order to provide feedback and strategies to improve instruction.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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</p>	<p>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</p>	<p>05/24/2024</p>		

	<p>in that domain.</p> <ul style="list-style-type: none"> * 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 programs (iReady, Study Island, etc.) 				
	<p>[A 1.2.3] Provide instructional support. Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The district coaches, site-based content lead, PLC coach, Instructional Facilitator, and administrative content leads will provide content coaching and in class support for teachers as needed as well as facilitate PD and PLCs when indicated for teachers throughout the year. Plus, provide support during collaborative planning and help sessions.</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Marnecia</p>	<p>05/24/2024</p>		

	<p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>New teacher professional learning support is conducted weekly and/or as needed to ensure collegial support is offered to each new hire.</p> <p>Effectiveness -----</p>	<p>Boyd, ELA and Mentor Teachers</p>			
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	<p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices.</p> <p>* 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.</p> <p>* Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal</p>				
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	<p>Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation.</p> <p>* 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.</p> <p>* Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (IReady, Study Island, etc.)</p>				
	<p>[A 1.2.4] Offer Professional Development Opportunities</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Provide opportunities for faculty to participate in</p>	<p>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</p>	<p>06/30/2024</p>		

	<p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* Weekly Lesson Plans should be at minimum 80%</p>				
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	<p>aligned to a grade-level standard and district instructional practices.</p> <p>* 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.</p>				
	<p>[A 1.2.5] Provide targeted learning opportunities for new teachers.</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* New teacher professional learning support is conducted weekly or more if needed to ensure collegial support is offered to each new hire in</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Mentor Teachers</p>	<p>05/24/2024</p>		

	<p>order to build and maintain 100% of our new teachers in the profession.</p> <ul style="list-style-type: none"> * 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. 				
<p>[S 1.3] Provide additional support for students who are failing to make academic progress Rationale -----</p>	<p>[A 1.3.1] Provide supplies, materials and academic programs to increase student performance Description -----</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional</p>	<p>05/24/2024</p>		

<p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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.</p> <p>Supporting Data -----</p> <p>TVAAS – ELA moved from a Level 1 in 2021 to a Level 5 in 2022.</p> <p>TNReady/TCAP Data–ELA Student achievement on-track/mastery from a 2.1% in 2020-2021 to a 10.2% in 2021-2022.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> •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 	<p>*Provide a brief narrative of the proposed action step.*</p> <p>Purchase/provide needed instructional supplies, materials, academic programs/software, and updated technology to increase student performance and support good first teaching.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Resources will be distributed to teachers for student instructional use.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * 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' 	<p>Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd</p>			
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<p>Placement (1-2 grade levels)</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.??*</p> <p>* 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.</p> <p>* 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.</p> <p>* Weekly monitoring of student's personalized action plan lessons completed in IXL.</p> <p>* 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.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be</p>	<p>performance shall be 70% or above OR have at least 5% percent growth otherwise at least one additional intervention shall be implemented.</p> <p>* Teachers will track and monitor data biweekly with 100% consistency.</p>				
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<p>monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* 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.</p> <p>* 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.</p> <p>* Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (iReady, Study Island, etc.)</p> <p>* Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery.</p> <p>* 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.</p> <p>*</p>					
	<p>[A 1.3.2] Implement Response to Intervention</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Utilize diagnostic tool (iReady) and other sources of data to identify students in bottom 10% in need of Tier II or Tier III intervention, provide computer-based and small group instruction based on skill deficits recommended, and offer foundational literacy support to targeted students.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Interventionist - Linda</p>	<p>05/24/2024</p>		

	<p>implementation of the action step.*</p> <ul style="list-style-type: none"> •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. <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* Teachers will track and monitor data biweekly with 100% consistency.</p> <p>* Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (iReady, Study Island, etc.)</p> <p>* Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery.</p>	<p>Henderson Davis</p>			
	<p>[A 1.3.3] Address Learning Gap Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin</p>	<p>05/24/2024</p>		

	<p>cards, progress monitoring, and teacher recommendations.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, Study Island, etc.)</p> <p>* Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery.</p>	<p>Chatman and Marniecia Boyd</p>			
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	<p>* 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.</p>				
	<p>[A 1.3.4] Provide Parental Support Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Develop and conduct school- based parent center programs, trainings, and meetings that are aligned with the academic needs of the students in order to increase the parent's ability to support the child's academic achievement.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Provide monthly parental activities that support academics achievement.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p>	<p>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</p>	<p>05/24/2024</p>		

	<p>* Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.</p> <p>* 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.</p>				
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[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 | 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
<p>[S 2.1] Support implementation of standards aligned curricula Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Provide daily access to rigorous Mathematics curriculum, quality core instruction, formative assessments, and computer-based software that will develop students' deep understanding of the content, strengthen comprehension, aligned with the State's academic content standards in order to promote mastery of TN Standards.</p>	<p>[A 2.1.1] Support rigorous learning environments for all students. Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>**Provide supplies, materials, equipment, software (IXL, GoldBooks, Learning Upgrade, MobiMax, KhanAcademy, DiscoveryEd, Measuring Up Books, Studylsland) and support for teachers and students in order promote effective classroom environment and instruction conducive to successful student outcome.</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd,</p>	<p>05/24/2024</p>		

<p>Supporting Data -----</p> <p>TVAAS – Math moved from a Level 1 in 2021 to a Level 5 in 2022.</p> <p>TNReady/TCAP Data–Math Student achievement on-track/mastery from a 1.8% in 2020-2021 to a 7.7% in 2021-2022.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> •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% <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.*</p>	<p>Strengthen technology-infusion through the use of All-in-Learning Clickers (with nightly sync with SIS) in all core classes for instant assessment feedback, access to student computers, and classroom computers' station for effective implementation of research-based instruction. Plus, maintain a computer lab for each grade level for additional intervention and assessments. Ensure proper and consistent utilize of One-to-One Device and school laptops for the learning and assessments.</p> <p>Incorporate extended class periods from 60 minutes to 75 minutes to maximize instructional time for good first teaching and student academic enrichment.</p> <p>Provide 6th, 7th, and 8th Math students the opportunity to improve academically by gaining insight and deep understanding through field trips experiences as it relates to mathematics concepts and careers and in alignment with Math standards and/or performance practices.</p> <p>Implement specialized intervention programs for students on select weekends, non-instructional days, and/or during the summer to increase student academic readiness and enrichment.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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</p>	<p>Technology Coordinator - Dorothy Williams Hudson, Math Teachers</p>			
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<p>•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.</p> <p>•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.</p> <p>•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.</p> <p>•Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p>	<p>(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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> • 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 				
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<ul style="list-style-type: none"> •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. 	<p>will increase to Level 3 or at least improve by one level in that domain.</p> <ul style="list-style-type: none"> • 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. 				
	<p>[A 2.1.2] Use of common formative assessments and data trackers to continuously measure student progress.</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Grade level/content specific common formative assessments (quarterly) and collaboratively created teacher biweekly common assessment that aligned with TN State Standards.</p> <p>Use of Data Trackers by teachers and students to monitor academic progress towards</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Math</p>	<p>04/12/2024</p>		

	<p>meeting/exceeding school and individual students' measurable goals. The teacher will analyze multiple data sources, use the results to provide timely feedback to share with students and parents, implement reteaching strategies, and incorporate needed interventions. The students will also document their own progress on assessments plus setting individual goals/target via Student Data Tracker.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> • Students shall perform at 70% or above OR have at least 5% increase on district quarterly 	Teachers			
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	<p>assessments.</p> <ul style="list-style-type: none"> • 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. 				
	<p>[A 2.1.3] Conduct weekly classroom observation and feedback Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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.</p> <p>Implementation</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Math Teachers</p>	<p>04/30/2024</p>		

	<p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>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.</p> <p>During PLCs, there will also be opportunities to share/observe deliberate practices and other areas of need.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> • Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district 				
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	<p>instructional practices.</p> <ul style="list-style-type: none"> • 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. 				
	<p>[A 2.1.4] Access to Rigorous Curriculum Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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</p> <p>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.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Math Teachers</p>	<p>05/24/2024</p>		

	<p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> •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 				
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	<p>at least 5% increase on Teacher-created assessments (online, verbal, or written)</p> <ul style="list-style-type: none"> •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. 				
	<p>[A 2.1.5] Provide content support. Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, School Mentors</p>	<p>05/24/2024</p>		

	<p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> •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 				
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	<p>100% consistency.</p> <ul style="list-style-type: none"> Monitoring Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation 				
<p>[S 2.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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 as collaboration that will build teacher capacity in data-driven instruction, articulating the instructional practice shift, improving teachers' pedagogy of the content, and the implementation of quality instruction that will improve students' skill set, mastery of standard look-fors, and proficient math concepts.</p> <p>Supporting Data -----</p> <p>TVAAS – Math moved from a Level 1 in 2021 to a Level 5 in 2022.</p> <p>TNReady/TCAP Data–Math Student achievement on-track/mastery from a 1.8% in 2020-2021 to a 7.7% in 2021-2022.</p> <p>MasteryConnect Math 2022-2023 – there was growth for Fall to Spring from 10.5 to 12.5 in our</p>	<p>[A 2.2.1] Support provided by Instructional Leaders</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Weekly PLCs, grade level, and/or content meetings led by PLC coach, instructional coach and/or team lead to provide support based on evaluations, walk-through trends, and needs assessment provided by teachers.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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</p>	<p>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</p>	<p>05/24/2024</p>		

<p>MultiRace Subgroup. In our White Subgroup, they reached a high of 40% in the Winter testing.</p> <p>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:</p> <ul style="list-style-type: none"> •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% <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <ul style="list-style-type: none"> •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 	<p>information.</p> <ul style="list-style-type: none"> * 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. <p>Effectiveness -----</p> <ul style="list-style-type: none"> *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 				
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<p>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.</p> <ul style="list-style-type: none"> •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 	<p>training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations.</p> <ul style="list-style-type: none"> * 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.) * 				
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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

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

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<p>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.</p> <ul style="list-style-type: none"> •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. 					
	<p>[A 2.2.2] Conduct Observations/Learning Walks Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Learning walks and observations (formal, informal, peer, mentors, ...) to reflect on what was observed in order to provide feedback and strategies to improve instruction.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> •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. <p>Effectiveness -----</p>	<p>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</p>	<p>05/24/2024</p>		

	<p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices.</p> <p>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.</p> <p>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.</p> <p>Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (IReady, IXL, etc.)</p>				
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	<p>[A 2.2.3] Provide instructional support</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The district coaches, site-based content lead, PLC coach, Instructional Facilitator, and administrative content leads will provide content coaching and in class support for teachers as needed as well as facilitate PD and PLCs when indicated for teachers throughout the year. Plus, provide support during collaborative planning and help sessions.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Collaborative planning will be embedded daily in the instructional day for effective instructional</p>	<p>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</p>	<p>05/24/2024</p>		
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	<p>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.</p> <p>New teacher professional learning support is conducted weekly and/or as needed to ensure collegial support is offered to each new hire.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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</p>				
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	<p>effective daily instructional practices that should be observed during weekly observations.</p> <ul style="list-style-type: none"> * 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.) 				
	<p>[A 2.2.4] Offer Professional Development Opportunities Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Professional development opportunities/conferences facilitated by the school, district, state, region and/or national that addresses, but not limited to, TN Subject area Standards, cross-curriculum core support subjects (Science and STEAM), building teacher capacity, strengthen content-area effectiveness, software</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Marnecia</p>	<p>06/30/2024</p>		

	<p>usage, technology-infusion, All-In-One Learning, Gradual Release, Unbounded (GLEAM), Model Schools Concepts, classroom management, and other topics, instructional practices, and/or research-based strategies suggested by Professional Development, Professional Learning Communities, Coaching/Mentoring surveys and observations. These will be offered to all general, SPED teachers, and support instructional staff to incorporate best practices in Math instruction.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* 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</p>	<p>Boyd, Math and Mentor Teachers</p>			
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	<p>have at least 90% attendance rate.</p> <ul style="list-style-type: none"> * 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. 				
	<p>[A 2.2.5] Provide targeted learning opportunities for new teachers.</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure</p>	<p>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</p>	<p>05/24/2024</p>		

	<p>implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p>	Teachers			
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	<p>* Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices.</p> <p>* 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.</p> <p>* 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.</p>				
<p>[S 2.3] Provide additional support for students who are failing to make academic progress Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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.</p> <p>Supporting Data -----</p> <p>TVAAS – Math moved from a Level 1 in 2021 to a Level 5 in 2022.</p> <p>TNReady/TCAP Data–Math Student achievement on-track/mastery from a 1.8% in 2020-2021 to a 7.7% in 2021-2022.</p> <p>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.</p>	<p>[A 2.3.1] Provide supplies, materials and academic programs to increase student performance Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Purchase/provide needed instructional supplies, materials, academic programs/software, and updated technology to increase student performance and support good first teaching.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Resources will be distributed to teachers for student instructional use.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd</p>	<p>05/24/2024</p>		

<p>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:</p> <ul style="list-style-type: none"> •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% <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <ul style="list-style-type: none"> •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 	<p>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.</p> <p>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.</p> <p>Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, Study Island, etc.)</p> <p>Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery.</p> <p>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.</p> <p>Teachers will track and monitor data biweekly with 100% consistency.</p>				
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<p>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.</p> <ul style="list-style-type: none"> •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. <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> •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 					
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additional intervention shall be implemented.					
	<p>[A 2.3.2] Implement Response to Intervention Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Utilize diagnostic tool (iReady) and other sources of data to identify students in bottom 10% in need of Tier II or Tier III intervention, provide computer-based and small group instruction based on skill deficits recommended, and offer foundational literacy support to targeted students.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd, Interventionist – Linda Henderson Davis</p>	<p>05/24/2024</p>		

	<p>with 100% consistency.</p> <p>* Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, IXL, etc.)</p> <p>* Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery.</p>				
	<p>[A 2.3.3] Address Learning Gap</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Completion of program with standard's mastered.</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry, Assistant Principals - Kevin Chatman and Marniecia Boyd</p>	<p>05/24/2024</p>		

	<ul style="list-style-type: none"> * Weekly review of grade reports for students enrolled in summer learning opportunities and after-school tutoring programs to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. * Weekly review of grade reports with 100% consistency for students in after-school tutoring programs and/or other Extended Learning Programs to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. * Students shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of students meeting or exceeding expectations on the Mock Assessment. * Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written), school-wide assessment, and district quarterly assessments. * Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (iReady, Study Island, etc.) * Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery. * Weekly review of data reports should be implemented with 100% fidelity and students' performance shall be 70% or above OR have at least 5% percent growth otherwise at least one additional intervention shall be implemented. 				
	<p>[A 2.3.4] Provide Parental Support Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Develop and conduct school- based parent center programs, trainings, and meetings that are aligned with the academic needs of the students in order to</p>	<p>Title I PLC Coach - Calandra Jones-Howard, Instructional Facilitator - Viola Perry, Principal - Darla Young- Berry,</p>	<p>05/24/2024</p>		

	<p>increase the parent's ability to support the child's academic achievement.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Provide monthly parental activities that support academics achievement.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc.</p> <p>* Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.</p> <p>* 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.</p>	<p>Assistant Principals - Kevin Chatman and Marniecia Boyd, Family Specialists – Issac Wright and Freda Dotson</p>			
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[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
<p>[S 3.1] Support students in overcoming barriers related to student attendance</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Implement targeted interventions and support programs and initiatives that address identified attendance needs and provide appropriate student supports.</p> <p>Supporting Data -----</p> <p>Chronic Absenteeism Rate were reduced to their lowest in 2022 at 0.1%. and has remained under 5% for last three years. Attendance rates have remained high over the past three years with the lowest rates at 94.78% and the highest at 99.32%</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.??*</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the</p>	<p>[A 3.1.1] Notify Parents</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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)</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>•Student discipline reports and attendance/suspension data will be monitored each</p>	<p>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</p>	<p>05/24/2024</p>		

<p>benchmark indicators are:</p> <ul style="list-style-type: none"> * 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). <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> * 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. 	<p>20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement.</p> <ul style="list-style-type: none"> •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. 				
	<p>[A 3.1.2] Provide Alternatives and Assistance related to root causes.</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Provide alternative to out-of-suspension and</p>	<p>Assistant Principals: Kevin Chatman and Marniecia Boyd, Guidance Counselors: Myesha</p>	<p>05/24/2024</p>		

	<p>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.</p> <p>As of attendance related to discipline, use the following in lieu of out-of-school suspension:</p> <ul style="list-style-type: none"> •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. <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Utilize of orderly, step-by-step process sending the Reset Room and In-school suspension. Ensure consistency and fairness plus additional support if needed.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure</p>	<p>James, Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, Attendance Secretary: J. Harris, Principal Darla Young-Berry, and other designed staff</p>			
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	<p>effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> •Weekly monitoring of student's personalized behavioral action plan to reduce behavioral incidents and/or need for referrals to the Reset Room or ISS by 25% monthly or by specified individual goals. •Decrease the number of classroom teacher referrals to counselors or administrator by 25%. •Student discipline reports and attendance/suspension data will be monitored each 20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement. •Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc. •Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency. 				
	<p>[A 3.1.3] Follow Attendance/Truncy Plan Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Havenview Middle will implement a plan targeted at improving attendance with fidelity daily. This includes monitoring attendance entry and processes for multiple absences.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Marniecia Boyd, Guidance Counselors: Myesha James, Shaudra Gatewood, and Teresa Tate, Dean of Students:</p>	<p>05/24/2024</p>		

	<p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> •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. 	<p>Donald Jackson, Attendance Secretary: J. Harris, Principal, and other designed sta</p>			
	<p>[A 3.1.4] Maintain an Attendance / Discipline Team Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Utilize cross-functional teams (data team, RTI2B team, ILT team) to review attendance, chronic</p>	<p>Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Marniecia Boyd, Guidance Counselors:</p>	<p>05/24/2024</p>		

	<p>absenteeism, and connections to behavioral data to identify at-risk students every 20 days.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Attendance and suspension data will be monitoring daily. Student discipline 20-day reports will be carefully monitored on students' behavior and effectiveness behavioral interventions and supports.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> •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. •Weekly monitoring of student's personalized behavioral action plan to reduce behavioral 	<p>Myesha James, Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, Attendance Secretary: J. Harris, Principal, and other designed sta</p>			
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	<p>incidents and/or need for referrals to the Reset Room or ISS by 25% monthly or by specified individual goals.</p> <p>•Decrease the number of classroom teacher referrals to counselors or administrator by 25%.</p>				
	<p>[A 3.1.5] Targeted Training and Professional Development Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Staff Training: Provide principals, school counselors, behavioral specialists, and other support staff training to address student discipline, attendance, chronic absenteeism, social and emotional support.</p> <p>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.</p> <p>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.</p>	<p>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, Attendance Secretary: J. Harris, Principal, and other designed sta</p>	<p>05/24/2024</p>		

	<p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Professional Development and Professional Learning Communities for faculty are held weekly to support teachers with 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</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal).</p>				
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	<p>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.</p> <p>* 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.</p> <p>* 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.</p>				
<p>[S 3.2] Support students in overcoming barriers related to student behavior</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student support.</p> <p>Supporting Data -----</p> <p>Chronic Absenteeism Rate were reduced to their lowest in 2022 at 0.1%. and has remained under 5% for last three years. Attendance rates have remained high over the past three years with the lowest rates at 94.78% and the highest at 99.32%</p> <p>In lieu of out-of-school suspension, increase referrals for Reset and/or In-School Suspension by at least 20% - Logs, BrightBytes</p> <p>Benchmark Indicator Implementation -----</p>	<p>[A 3.2.1] Notify Parents</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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)</p> <p>Implementation -----</p> <p>*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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>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</p>	<p>05/24/2024</p>		

<p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>In order to look at student behavior, the following will be utilized:</p> <ul style="list-style-type: none"> •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 and behavior intervention (i.e. RTIB programs, PBIS, behavioral intervention plan, guidance counselor referrals, ...). <p>Effectiveness -----</p>	<ul style="list-style-type: none"> • Student attendance/truancy 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. 				
<p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> •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 negative behavior by 5% within these students and ensure 100% compliance of program initiatives. 					

	<p>[A 3.2.2] Provide Alternative Discipline</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <ul style="list-style-type: none"> •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 <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>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</p>	<p>05/24/2024</p>		
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	<ul style="list-style-type: none"> •Weekly monitoring of student's personalized behavioral action plan to reduce behavioral incidents and/or need for referrals to the Reset Room or ISS by 25% monthly or by specified individual goals. •Decrease the number of classroom teacher referrals to counselors or administrator by 25%. •Student discipline reports and attendance/suspension data will be monitored each 20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement. •Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc. •Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency. 				
	<p>[A 3.2.3] Follow RTI2B Plan Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Havenvew Middle will implement the Response to Intervention 2 - B plan targeted at improving discipline and attendance with fidelity on a daily basis.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>RTI2B data will be monitoring daily. The PBIS and Progress Discipline Plan will be followed with</p>	<p>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</p>	<p>05/24/2024</p>		

	<p>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.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> •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. 	staff			
	<p>[A 3.2.4] Maintain an Attendance / Discipline Team Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>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</p>	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Marniecia Boyd, Guidance Counselors: Myesha James,	05/24/2024		

	<p>days</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Attendance and suspension data will be monitoring daily. Student discipline 20-day reports will be carefully monitored on students' behavior and effectiveness behavioral interventions and supports.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> •Weekly monitoring of student's personalized behavioral action plan to reduce behavioral incidents and/or need for referrals to the Reset Room or ISS by 25% monthly or by specified individual goals. •Decrease the number of classroom teacher referrals to counselors or administrator by 25%. •Student discipline reports and attendance/suspension data will be monitored each 20-day reporting with 100% fidelity in order to ensure at least a 10% continuous improvement. •Increase collaboration and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc. •Teachers will track and monitor parent communications monthly via parent communication 	<p>Shaudra Gatewood, and Teresa Tate, Dean of Students: Donald Jackson, Attendance Secretary: J. Harris, and other designed staff</p>			
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	logs with 100% consistency.				
	<p>[A 3.2.5] Targeted Training and Professional Development</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Staff Training: Provide principals, school counselors, behavioral specialists, and other support staff training to address student discipline, attendance, chronic absenteeism, social and emotional support.</p> <p>Professional development opportunities/conferences (in-town and out-of-town) facilitated by the school, district, state and/or region that address, but not limited to, classroom management, RTI2B, A.C.E.S., Responsive Classroom, and other topics suggested by PD survey and observations, will be offered to general and SPED teacher to incorporate best strategies to promote a safe environment for conducive to learning.</p> <p>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.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Principal: Darla Young-Berry</p> <p>Assistant Principals: Kevin Chatman and Marniecia Boyd,</p> <p>Guidance Counselors: Myesha James, Shaudra Gatewood, and Teresa Tate,</p> <p>Dean of Students: Donald Jackson,</p> <p>Attendance Secretary: J. Harris, and other designed staff</p>	05/24/2024		

	<p>Professional Development and Professional Learning Communities for faculty are held weekly to support teachers with 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</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* 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.</p> <p>* Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher</p>				
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	<p>Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation.</p> <p>* 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.</p>				
<p>[S 3.3] Engage students, families, and communities to support students in overcoming barriers to learning</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data -----</p> <p>Chronic Absenteeism Rate were reduced to their lowest in 2022 at 0.1%. and has remained under 5% for last three years. Attendance rates have remained high over the past three years with the lowest rates at 94.78% and the highest at 99.32%</p> <p>Increase participation in family engagement activities by at least 50% - Sign-in/Attendance logs</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.??*</p> <p>Review 20-day student attendance reports at the</p>	<p>[A 3.3.1] Notify Parents</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Parents will be contacted each time his or her child is absent from school by a member of the grade level team (teacher, admin, counselor). In addition, parents will be notified about opportunities to participate in family engagement events, leadership council and committees, and other stakeholder activities.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Build two-communication via surveys, electronic suggestion box, etc.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Increase collaboration, participation, and/or communication with parents by at least 20% via parent teacher conferences, volunteerism, committee meetings, etc.</p>	<p>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</p>	<p>05/24/2024</p>		

<p>end of each semester to determine the impact after engagement events.</p> <p>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.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter survey to monitor their impact on students' success by way of their contributions of resources and time.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Review 20-day student attendance reports with 100% fidelity.</p> <p>Each semester, review attendance and discipline 20-day reports to ensure reduction of attendance rates by 10%.</p> <p>Conduct surveys monthly for parents with at 50% of feedback per grade level</p> <p>Conduct semi-annual surveys for adopters with at least 80% of feedback.</p>	<p>Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.</p>				
	<p>[A 3.3.2] Provide stakeholder training. Description -----</p>	<p>Principal: Darla Young-Berry Assistant</p>	<p>05/24/2024</p>		

	<p>*Provide a brief narrative of the proposed action step.*</p> <p>Provide training sessions (in-person and virtual) all stakeholders that focuses on ways to address student discipline, attendance, chronic absenteeism, social and emotional support. There will also be trainings that educate parents of instructional strategies, lessons, and supportive information for at-home learning. Furthermore, professional development for teachers which focus on building relationship with parents as partners in their child's education.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>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)</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>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.</p> <p>Increase collaboration, participation, and/or communication with parents by at least 20% via</p>	<p>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</p>			
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	<p>parent teacher conferences, volunteerism, committee meetings, etc.</p> <p>Teachers will track and monitor parent communications monthly via parent communication logs with 100% consistency.</p>				
	<p>[A 3.3.3] Develop Mentoring and Networking Program</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Connect with adopters, community partners, and other agencies, along with faculty/staff, to as mentor to at-risk students plus allow positive networking opportunities for parents and students.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Have the groups to sponsor items, activities, or events to support the student wellness and the whole such as special workshops and training.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 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</p> <p>* Reduce number of negative incidents from</p>	<p>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</p>	<p>05/24/2024</p>		

	<p>participating students by 20%</p> <ul style="list-style-type: none">* 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.				
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