Riverview Elementary/Middle Annual Plan (2025 - 2026)

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[G 1] ELA - Riverview School will improve on-track and mastery percentages from 16.6% in SY24 to 25% in SY26.
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 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of standards aligned curricula Rationale --------- Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use technology and teacher-led and independent practice small group instruction allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment. Supporting Data	**[A 1.1.1] Implement MSCS ELA Curriculum** Description ---------- *Provide a brief narrative of the proposed action step.* In order to provide access to a rigorous curriculum, teachers will deliver high-quality, Tier I core instruction from the Wonders curriculum and MyPerspectives, which are aligned to the TN Academic State Standards for English Language Arts. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* * Daily classroom observations using Informal Walkthrough form * Weekly collaborative planning sessions * Formal observations using the TEM rubric	Rasheedah Jemison, principal; Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach; Andrea Dandridge, School-based Literacy Coach	05/21/2026		

---------- *Existing Strategy* The percentage of students scoring on-track and mastered on the ELA TCAP increased from 12.6% in SY23 to 16.6% in SY24. Sixth and 8th grades made 100% or more of their annual typical growth by the end of the year on the iReady diagnostics. Overall met on ANet remains constant from winter 24-25 (11.9%) to spring 24-25 (12.2%) **Benchmark Indicator** Implementation ---------- * Daily Informal observation and feedback (Schoolwide Informal walkthrough form) * Monthly PD agendas and sign-in * Weekly collaborative planning sessions (agendas & sign-in sheets) Effectiveness ---------- * Weekly classroom walkthrough data will reflect effective instructional strategies in 85% of observed classrooms that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4, or 4 to 5) * 100% of ELA teachers will demonstrate effective implementation weekly of identified instructional shifts at or above 80% of the teaching time that will lead to increasing at least 2 Teach domains in TEM	Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of ELA teachers will demonstrate effective implementation of high-quality literacy strategies daily at or above 80% of the teaching time * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity * Formative assessments (fall, winter, spring) will reflect a 10% increase in the number of students achieving proficiency.				

observation rubric by one (2 to 3, 3 to 4 or 4 to 5) * Formative assessments (fall, winter, spring) will reflect a 10% increase in the number of students achieving proficiency.					
	[A 1.1.2] Conduct continuous data analysis Description ---------- Teachers will meet to analyze various sources of data (Aims Web assessments, school-based Interim assessments, iReady reading, formative school-wide bi-weekly mini-assessments, student work samples, teacher observations of student performance, **IXL, TCAP Practice tests, **and use of technology - All in Learning clickers) in order to improve teachers understanding of data, instructional practices and impact student outcomes. Student performance will be tracked daily through academic monitoring of the teacher during instruction and assessed daily through end-of-class exit tickets using the All in Learning clickers. Student progress toward mastery will be assessed weekly during the weekly mini-assessment and quarterly during the **formative **assessment. Implementation ---------- * Bi-Weekly IXL reports * Weekly iReady reports * Quarterly formative assessment data Effectiveness ---------- Formative assessments (fall, winter, spring) will	Rasheedah Cooperwood-Jemison, Principal; Marvin Jones, Assistant Principal; Andrea Dandridge, School-Based Literacy Coach; Tiffany Thompson, PLC Coach; Melissa Jamerson, Instructional Facilitator	04/10/2026		

	reflect a 10% increase in the number of students achieving proficiency.				
	[A 1.1.3] Hire School-based Literacy Coach Description ---------- The literacy coach will support teachers by training teachers, observing teachers and providing high-quality, timely feedback and next steps, modeling lessons, and analyzing student data to look for trends and patterns to inform instructional decisions. Implementation ---------- * Weekly informal walkthroughs * Monthly PD agendas and attendance Effectiveness ---------- * Overall meet and exceeds for ELA on the quarterly benchmark assessments will grow consistently from fall (15%) to winter (30%) to spring (60%).	Rasheedah Jemison, principal	05/21/2026	TAG 5.0	
	[A 1.1.4] Provide Supplemental Resources to Support the Improvement of Students' Achievement Description ---------- Students lack opportunities and support to build reading stamina and confidence through independent practice; therefore, students and teachers will be provided with additional resources	Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	03/31/2026	TAG 5.0 SSIG 2.0	

	such as reading subscriptions; online resources; classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers -205 HP ProBook 440 G11 laptops and deployment, interactive boards, headphones, mice etc.); and classroom/student supplies, i.e., Literacy Instruction Zone-(whiteboard, table, chair, manipulatives), pencils, paper, tablets, folders, agenda books, glue, tape, Stand-Up Sign Holders, etc.) to engage in classroom instruction, intervention, teacher-led and independent practice small group instruction, and other academic tasks. Implementation --- Title I budget monthly report and analysis Effectiveness --- * 75% of Title I budget will be spent by the end of the 1st semester * 100% of the Title I budget will be spent by March 2026				
[S 1.2] Provide support to ensure that an effective instructional model is implemented Rationale --- Teachers need support working with students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching, knowledge of	**[A 1.2.1] High Quality Professional Development** Description --- Teachers will attend professional development opportunities during PLC meetings, which will focus on data analysis of student work, targeted support in reading strategy development, and other	Rasheedah Jemison, principal; Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach;	05/21/2026		

content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that actively engage students in learning. Supporting Data ---------- Existing Strategy The percentage of students scoring on-track and mastered on the ELA TCAP increased from 12.6% in SY23 to 16.6% in SY24. All grades, 3rd-8th, demonstrated an effectiveness level of 3 or higher in ELA. **Benchmark Indicator** Implementation ---------- * Bi-Weekly Instructional Leadership Team (ILT) meetings agendas and minutes * *Weekly New Teacher Mentoring Meetings *agendas and minutes * *Monthly PD during faculty meeting* Effectiveness ---------- * Informal walkthrough report data will show 75% or higher rate of strategy implementation after the initial walkthrough, 80% during the 2nd	relevant professional development aligned to the district's academic initiatives. Teachers may also attend professional development opportunities via virtual, in-person, and /or online sessions during local, state, and national learning opportunities. Supplemental resources may be necessary to purchase in order to support such professional opportunities to be implemented with fidelity at the school level. Implementation ---------- * Daily classroom observations using school-based informal walkthrough tool * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ---------- * 100% of ELA teachers will demonstrate effective implementation of high-quality literacy strategies daily at or above 80% of the teaching time * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity * Formative assessments (fall, winter, spring) will reflect a 10% increase in the number of students achieving proficiency.	Andrea Dandridge, Content Lead			

walkthrough, and 90% by the final walkthrough. Walkthroughs will be conducted on a bi-weekly schedule following the PD session. * 100% of ILT members will attend 95% of scheduled bi-weekly ILT meetings. * 100% of core teachers will attend at least 95% of scheduled professional development opportunities and formal observation scores will increase by one level per semester.					
	[A 1.2.2] Differentiated Professional Development for New Teachers Description ---------- An instructional curriculum coach will be hired to provide differentiated professional development based on data collected through classroom walkthroughs, formal observations using the TEM rubric, and/or individual coaching sessions with content lead. Implementation ---------- * Daily classroom observations using the school-based informal walkthrough tool * Weekly collaborative planning session agendas and minutes (next steps) * Formal observations using the TEM rubric Effectiveness ---------- * 100% of ELA teachers will demonstrate effective	Melissa Jamerson, Instructional Facilitator; Andrea Dandridge, School-based Literacy Coach; Tiffany Thompson, PLC Coach	05/21/2026		

	implementation of high-quality literacy strategies daily at or above 80% of the teaching time * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity * Formative assessments (fall, winter, spring) will reflect a 10% increase in the number of students achieving proficiency.				
[S 1.3] Provide additional support for students who are failing to make academic progress Rationale --------- Students who struggle to demonstrate proficiency on the quarterly formative assessments may not meet or exceeded expectations on the TNReady assessment. Sometimes it may be student ability, lack of prerequisite skills, or not receiving tier 1, standards- aligned instruction from high-qualified teachers. Providing additional opportunities for students to engage in grade-level and instructional levels will support students in making academic progress. Supporting Data ---------- *Existing Strategy* The percentage of students scoring on-track and mastered on the ELA TCAP increased from 12.6% in SY23 to 16.6% in SY24. *RTI-A students decreased from 14.6% in 23-24 to 8.5% in 24-25. Tier 2 literacy students decreased from 3.9% in 23-24 to 3.7% in 24-25; Tier 3 literacy students decreased from 7.8% in 23-24 to 4.7% in 24-25.*	**[A 1.3.1] Intervention/ Enrichment Data Monitoring** Description ---------- Three times per year, in the fall, winter and spring students will be assessed on progress made as evidenced by performance on assessments through AIMS Web and iReady diagnostics. Implementation ---------- * iReady diagnostic reports (fall, winter, and spring) * Monthly AIMS Web reports Effectiveness ---------- Formative assessments (fall, winter, spring) will reflect a 10% increase in the number of students achieving proficiency.	Melissa Jamerson-Tate , Instructional facilitator	05/21/2026		

Benchmark Indicator Implementation --- * Quarterly benchmark assessment data * Monthly RTI2 instructional tool data * Monthly progress monitoring data Effectiveness --- * 100% of students will show growth on each quarterly district common formative assessment in ELA, math and science. * 10% of identified RTI2 tier 2 and tier 3 students will increase their support level monthly.					
	[A 1.3.2] Create and Implement a strategic intervention plan Description --- A strategic school-wide intervention plan will be developed to address foundational reading gaps from early grades that persist in upper elementary and middle grades as well as provide targeted support to students at various levels of academic need in order to ensure that every student receives the necessary resources and supports to succeed. Implementation of the intervention plan will address how the school addresses gaps in literacy and math skills of K- 8th grade students by providing additional opportunities for teacher-led and technology-based small group instruction.	Rasheedah Jemison, principal; Tiffany Thompson, PLC Coach; Andrea Dandridge, Literacy Coach	05/22/2026		

	Implementation ---------- * Weekly iReady reports * Quarterly benchmark assessment data Effectiveness ---------- * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. * Quarterly benchmark assessment data will reflect at least a 5% of students moving from Tier III to Tier II or Tier II to Tier I.				
	[A 1.3.3] Extending Learning Description ---------- *Provide a brief narrative of the proposed action step.* The school will provide targeted tutoring during and/or after school to address learning gaps, reinforce classroom instruction, and accelerate student progress. **Benefits for Students** Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* * Daily student attendance reports * Bi-weekly classroom assessments * iReady diagnostic assessments (quaterly)	Melissa Jamerson, instructional facilitator; Dr. Rasheedah Jemison, principal; Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach	05/21/2026		

	Effectiveness --- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Formative assessments (fall, winter, spring) will reflect a 10% increase in the number of students achieving proficiency.				
[S 1.4] Focus on Foundational Litearcy (Early Literacy) Rationale --- Early literacy proficiency is a critical predictor of long-term academic success. Students reading on grade level by the end of third grade are more likely to meet or exceed achievement benchmarks in all subjects and graduate on time. Focusing on high-quality, evidence-based literacy instruction in the primary grades ensures mastery of foundational skills, allows for timely intervention, and reduces the need for remediation in later years. Supporting Data --- New Strategy **Benchmark Indicator** Implementation --- *How will the turnaround strategy/intervention be monitored for implementation, including	**[A 1.4.1] Purchase supplemental learning resources** Description --- *Provide a brief narrative of the proposed action step.* Purchase supplemental learning resources to be used during instruction and intervention time blocks. Academic resources and tools, such as classroom libraries, will be used by students and teachers to engage students in literacy foundation, phonemic awareness, and other academic related skill sets to support ELA. Embedding technology as a resource will be used by students to engage and complete blended learning/online and intervention assignments. Resources that will be used by students and teachers include materials (academic, intervention, or organizational) to support strong foundational literacy, technology (laptops, carts, headsets etc.) to support the overall learning environment. In addition, other equipment (poster maker, laminating machine, document camera) will be purchased to support effective instructional practices for all K-2 students. Implementation ---	Tiffany Thompson, PLC Coach; Melissa Jamerson, instructional facilitator	05/21/2026		

frequency?* * Quarterly school-wide formative assessments * Bi-weekly content, formative assessments * Weekly PLC meeting agendas/minutes Effectiveness ---------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Quarterly school-wide assessments will reflect a 10% increase in the number of students achieving proficiency, * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 50%. * Bi-weekly a*ssessments will reflect 80% of students achieving a score of 75 or higher.*	*Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly formative assessments * Daily Small group instruction * Quarterly iReady diagnostic report Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Bi-weekly formative assessments will reflect a 10% increase in the number of students scoring 80% or better. * 100% of K-2 students will engage in small group instruction daily. * 70% of K-2 will be on or above grade level by the spring 2026 diagnostic assessment.				
	[A 1.4.2] Learning Field experiences Description ---------- *Provide a brief narrative of the proposed action step.* Learning field experiences will be used to provide K-2 students with opportunities to build background knowledge through exposure. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* 1 field trip scheduled and approved per quarter related to literacy or building background	Tiffany Thompson, PLC Coach; Ciara Green, 1st grade teacher; Megan Cannon, 2nd grade teacher	04/17/2026		

	knowledge iReady benchmark assessments (fall, winter, spring) Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of K-2 students will experience 2 field trips per semester during SY 2025-2026 that will increase their learning in literacy. * 70% of K-2 will be on or above grade level by the spring 2026 diagnostic assessment.				
	[A 1.4.3] Professional Development Description ---------- *Provide a brief narrative of the proposed action step.* Professional development opportunities will address systematic, evidence based phonics instruction grounded in the science of reading research as well developing high-quality systems for progress monitoring and data-informed instruction. Professional development will also address strategies to build growth mindsets within teacher to combat low expectations and deficit-oriented mindsets. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.*	Dr. Rasheedah Jemison, principal; Marvin Jones, assistant principal; Tiffany Thompson, PLC Coach; Melissa Jamerson, instructional facilitator	05/21/2026		

	* Daily classroom observations using school-based informal walkthrough tool * Formal observations using the TEM rubric Effectiveness --- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Formative assessments (fall, winter, spring) will reflect a 10% increase in the students scoring 80% or higher.				

[G 2] Math - Riverview School will improve on-track and mastery percentages from 13.5% in SY24 to 25% in SY26.
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 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale --- All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. The proper use technology and teacher-led and independent practice small group	**[A 2.1.1] Utilize Standards-Aligned Core Curriculum** Description --- Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.	Rasheedah Jemison, principal; Marvin Jones, Assistant principal; Tiffany Thompson, PLC Coach; Melissa	05/22/2026		

instruction allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment. Supporting Data ---------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* *Existing Data* The percentage of students scoring on-track and mastered on the Math TCAP increased from 6.2% in SY23 to 13.5% in SY24. All grades in math, 3rd - 8th, had TVAAS effectiveness levels of 3 or higher based on the Spring 2024 TCAP assessment. **Benchmark Indicator** Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Daily informal observation and feedback (Schoolwide Informal Walkthrough form) * Weekly lesson plan review * Weekly collaborative planning sessions (agendas & sign-in sheets) * Formal observations using the TEM rubric * Quarterly OTM on assessments from ANet	Implementation ---------- * Daily classroom observations * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ---------- * 100% of math teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of math teachers will demonstrate effective implementation of high-impact strategies at or above 80% of the teaching time * 100% of math teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity	Jamerson, instructional facilitator			

Effectiveness ---------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 100% of math teachers will attend 95% of the weekly collaborative planning sessions to effectively plan for daily high-quality, standards-aligned instruction that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4 or 4 to 5) * 100% of math teachers will demonstrate effective implementation weekly of identified instructional shifts at or above 80% of the teaching time that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4 or 4 to 5) * Daily classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms that will lead to increasing at least 2 Teach domains in TEM observation rubric by one (2 to 3, 3 to 4 or 4 to 5) * School-level walkthrough data will be monitored bi-weekly during instructional leadership team meetings for 80% standard aligned core instructional implementation with fidelity * Quarterly CFAs students “approaching” levels will increase each quarter by at least 10%					
	[A 2.1.2] Instructional Classroom Monitoring Description ---------- 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	Marvin Jones, Math Admin Content Lead; Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	05/22/2026		

	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. Teachers will meet to analyze various sources of data (Aimsweb assessments, district Interim assessments, iReady math, formative school-wide mini-assessments, student work samples, teacher observations of student performance, IXL, TCAP Practice tests, use of technology, Enterprise site setup & maintenance in order to improve instructional practices and impact student outcomes. Student performance will be tracked daily through aggressive monitoring of the teacher during instruction and assessed daily through end-of-class exit tickets. Implementation ---------- * Daily classroom observations * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ---------- * 100% of math teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of math teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of math teachers will score a 3 or higher as				

	a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity * 100% of math teachers will engage in data analysis to plan for weekly small groups and weekly assessments. * 100% of math teachers will plan for daily checks for understanding using technology				
	[A 2.1.3] Conduct continuous data analysis using assessment tools Description ---------- Teachers will meet to analyze various sources of data (ANet, Aims Web assessments, district Interim assessments, and iReady reading, formative school-wide mini-assessments, student work samples, teacher observations of student performance,** TCAP Coach Practice tests,** and use of technology - **All in Learning clickers, Mimio boards, IXL**) in order to improve teachers understanding of data, instructional practices and impact student outcomes. Teachers lack systems and support for using formative assessment to guide daily instruction and respond to student needs. Student performance will be tracked daily through aggressive monitoring of the teacher during instruction and assessed daily through end-of-class exit tickets. Student progress toward mastery will be assessed weekly during the weekly mini-assessment (ANet and teacher-created) and quarterly during the district's common assessment. Instructional Supplies: Literacy and math manipulatives, such as books, chart paper, color dots, sentence strips, letter tiles, folders, pencils, highlighters, two-color counters, ten-frames, unifix cubes, calculators	Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal; Marvin Jones, assistant principal; Melissa Jamerson, instructional facilitator	04/17/2026		

	Implementation ---------- * Quarterly ANet (CFA) in math data reports * Weekly collaborative planning/data analysis session-agendas and minutes (next steps) * Daily classroom observations * Formal observations using the TEM rubric * Weekly lesson plan review using the lesson plan protocol guide * Weekly IXL reports Effectiveness ---------- * From fall to winter, 3rd-8th grade students will demonstrate a 10% increase in OTM; 25% will demonstrate OTM by the Spring ANet assessment. * 95% of students will complete 100% of lessons assigned in IXL. * *100% of math teachers will engage in weekly collaborative planning/data analysis, that show at least 65% of students mastering exit-ticket question/responses, to plan for re-teaching through weekly small groups and assessments. * * *Classroom walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity* * *100% of math teachers will demonstrate weekly, effective implementation of high-impact strategies at or above 80% of the teaching time to reflect a 3 or higher as a cumulative observation score as measured by the TEM rubric* * *100% of math teachers will plan for daily checks for understanding using technology with at least				

	65% of students mastering checks for understanding (exit-tickets)*				
	[A 2.1.4] Provide Supplemental Resources to Support the Improvement of Students' Achievement Description ---------- Students and teachers will be provided with additional resources to deliver differentiated math instruction and targeted interventions for diverse learners such as: online resources; classroom materials for math centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers -205 HP ProBook 440 G11 laptops and deployment, interactive boards, headphones, mice, PRISMS VR, etc.); and classroom/student supplies, i.e.,Math Instruction Zone-(whiteboard, table, chair, manipulatives), pencils, paper, tablets, folders, agenda books, glue, tape, Stand-Up Sign Holders,etc.) to engage in classroom instruction, intervention, teacher-led and independent practice small group instruction, and other academic tasks. Implementation ---------- * Initial Title I budget analysis * Monthly Title I budget analysis * Quarterly School-wide formative assessments * Bi-weekly student work samples Effectiveness ---------- * 75% of Title I budget will be spent by the end of	Tiffany Thompson, PLC Coach	06/30/2026	TAG 5.0 SSIG 2.0	

	the 1st semester * 100% of the Title I budget will be spent by March 2026 * Quarterly school-wide formative assessments will reflect a 55 increase in the number of students scoring 80% or better after each assessment. * Bi-Weekly review of student work samples will show students' mastery of standards at 80% or higher PRISMSVR Headsets PICO) 97 @ $599 = $58, 103.00 PrismsVR Charging Carts – Capacity 30 3 @ $2500 = $7500 Shipping: $134.02 Prisms Coach will provide will up to 6 coaching days to model teaching, co-teach a Prisms lesson, debrief with all teachers in the 2025-2026 school year. $29,262.00 Site Implementation (Includes all of the following): - Student VR Software Licenses (Math and Science modules) - Up to 370 student licenses Administrator and Teacher Licenses - Unlimited Administrator and Teacher Licenses LMS Integration (e.g., Clever, Canvas, Google) Teacher Dashboard Access and Reporting				

	Teacher Institute - Approximately 6 hour in-person onboarding PD for all participating teachers - Up to 6 Coaching Days (up to 6 hours each) - A Prisms coach provides push-in professional development support to model teaching with Prisms at your school, co-teach a Prisms lesson with your participating staff, debrief with teachers on next steps for support MDM (Mobile Device Management) - allows for upgrades and new modules Data reviews with district / school leadership 1 @ $29,262.00 = $29,262.00				
	[A 2.1.5] Continue use of 4th/5th grade split team Description ---------- In order to increase the number of students receiving high-quality instruction aligned to the standards, the 4th grade teacher will also instruct 5th grade. Implementation ---------- * Weekly lesson plans * informal walkthroughs Effectiveness ---------- * 100% of fifth grade students will receive math instruction from the current 4th grade teacher * 25% of 5th grade students will meet or exceed	Marvin Jones, Math Admin content lead; Rasheedah Jemison, principal	05/22/2026		

	expectations on the 25-26 TNReady assessment * Overall meet and exceeds for 5th grade on the quarterly benchmark assessments will grow consistently from fall (25%) to winter (40%) to spring (60%).				
	[A 2.1.6] Hire School-Based Math Coach (TAG 5.0) Description ---------- The math coach will support teachers by training teachers, observing teachers and providing high-quality, timely feedback and next steps, modeling lessons, and analyzing student data to look for trends and patterns to inform instructional decisions. Implementation ---------- * informal walkthroughs * weekly lesson plans * formal observations Effectiveness ---------- * 25% of 3rd-8th grade students will meet or exceed expectations on the 25-26 TNReady assessment. * Overall meet and exceeds for math on the quarterly benchmark assessments will grow consistently from fall (15%) to winter (30%) to spring (60%).	Marvin Jones, assistant principal; Rasheedah Jemison, principal	06/30/2026	TAG 5.0	
[S 2.2] Professional Development Rationale	**[A 2.2.1] Differentiated Professional Learning Opportunities for New Teachers**	Marvin Jones, Math Admin	04/17/2026		

--------- Teachers need support working with students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work and assessment data, and employing strategies that actively engage students in learning. Supporting Data ---------- The percentage of students scoring on-track and mastered on the Math TCAP increased from 6.2% in SY23 to 13.5% in SY24. Of the 92 formal observations conducted, the average overall rating was 3.79 out of 5. The indicator identified the most as the area of strength or reinforcement (32) is Teach 1: Objective-Driven Lessons. **Benchmark Indicator** Implementation ----------	Description ---------- New teachers will receive differentiated professional development based on data collected through classroom walkthroughs, formal observations using the TEM rubric, and/or individual coaching sessions with content lead. Implementation ---------- * Daily classroom observations * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ---------- * 100% of math teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of math teachers will demonstrate effective implementation of the high-impact strategies at or above 80% of the teaching time * 100% of math teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity	Content lead; Tiffany Thompson, PLC Coach			

* Weekly Instructional Leadership Team (ILT) meetings * Monthly New Teacher Mentoring Meetings * Monthly PD during faculty meeting Effectiveness --- * Informal walkthrough report data will show 75% or higher rate of strategy implementation after the initial walkthrough, 80% during the 2nd walkthrough, and 90% by the final walkthrough. Walkthroughs will be conducted on a bi-weekly schedule following the PD session. * 100% of ILT members will attend 95% of scheduled ILT meetings. * 100% of core teachers will attend at least 95% of scheduled professional development opportunities.					
	[A 2.2.2] High-Quality Professional Development during Weekly PLCs Description --- Based on identified areas of growth for teachers and research-based strategies for improving student outcomes in math, teachers will engage in high-quality professional development. PLC meetings will be held every Thursday with 3rd-8th math teachers. PLC meetings will also be a time to analyze data from weekly assessments and to provide a safe space for deliberate practice of teacher practices. Implementation --- * Daily classroom observations	Marvin Jones, Math Admin Content Lead; Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	04/17/2026		

	* Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness --- * 100% of math teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of math teachers will demonstrate effective implementation of the high-impact strategies at or above 80% of the teaching time * 100% of math teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity				
	[A 2.2.3] Content-based Collaborative Planning Description --- Each Tuesday all teachers will engage in collaborative planning supported by leaders and teacher content leads. They will have the opportunity to plan for high quality instruction and will work together to strengthen instructional practices through deliberate practice where they engage in lesson delivery with colleagues to practice instructional strategies before implementing the strategies with students. Planning will focus on deep conversations focused on the Unit Preparation Guide and the Lesson Preparation Guide for Mathematics. To continue to increase academic performance amongst students with disabilities, inclusion special education teachers will have planning time with the inclusion general education teachers to ensure IEP implementation	Marvin Jones, Admin Math Content Lead; Tiffany Thompson, PLC Coach; Rasheedah Jemison, principal	04/24/2026		

	and goal attainment. Implementation ---------- * Daily classroom observations * Weekly lesson plan review * Weekly collaborative planning sessions * Formal observations using the TEM rubric Effectiveness ---------- * 100% of math teachers will attend 95% of the collaborative planning sessions to effectively plan for high-quality, standards-aligned instruction * 100% of math teachers will demonstrate effective implementation of identified instructional shifts at or above 80% of the teaching time * 100% of math teachers will score a 3 or higher as a cumulative observation score as measured by the TEM rubric * School-level walkthrough data will be monitored bi-weekly during Instructional Leadership Team meetings for 80% standard aligned core instructional implementation with fidelity				
[S 2.3] Provide additional support for students who are failing to make academic progress Rationale --------- Students who struggle to demonstrate proficiency on the quarterly formative assessments may not meet or exceeded expectations on the TNReady assessment. Sometimes it may be student ability, lack of prerequisite skills, or not receiving tier 1, standards- aligned instruction from high-qualified	**[A 2.3.1] Monitor Intervention Data** Description ---------- Three times per year, in the fall, winter and spring students will be assessed on progress made as evidenced by performance on assessments through AimsWeb. Implementation ----------	Melissa Jamerson, RTI lead	05/22/2026		

teachers. Early math instruction emphasized procedural fluency over conceptual understanding, resulting in gaps in foundational knowledge. Supporting Data ---------- Existing Strategy The percentage of students scoring on-track and mastered on the Math TCAP increased from 6.2% in SY23 to 13.5% in SY24. * All grades, 3rd-8th, have an effectiveness level of 3 or higher in TVAAS for the 24 Spring assessment. * Students demonstrated significant growth from fall 24 to spring 25 according the AIMSWeb **Benchmark Indicator** Implementation ---------- * Quarterly ANet Assessment data * Monthly RTI2 instructional tool data * Weekly iReady reports data * Monthly AimsWeb reports data Effectiveness ----------	* iReady diagnostic will be given 3 times per school year: fall, winter, and spring. * Bi-Weekly AIMS Web will be used for progress monitoring of students in RTI2 program. Effectiveness ---------- * 95% or more of students who take the iReady diagnostic will show growth fall to winter and winter to spring. * 100% of students receiving RTI2 services will be progressed monitored bi-weekly.				

* 100% of students will show growth on each ANet assessment in ELA, math and science. * 100% of identified RTI2 tier 2 and tier 3 students will receive bi-weekly progress monitoring based on their intervention plan using AimsWeb. * 100% of identified RTI2 tier 2 and tier 3 students will have their plans reviewed and updated every for weeks. * 100% of students will show growth on iReady benchmark and progress tests.					
	[A 2.3.2] Allocate funds to support instructional delivery and professional development Description ---------- Funds will be allocated to secure supplies, materials, and equipment for support of classroom instruction and intervention. Funds may also be used to allow for travel for professional development opportunities to improve teacher pedagogy. Implementation ---------- Monthly Title I budget report Effectiveness ---------- 100% of allocated funds will be spent by March 2026 with 75% of budget spent by the end of Quarter 2.	Tiffany Thompson, PLC Coach	03/13/2026		
	[A 2.3.3] Strengthen Use of Virtual Data Room Description ----------	Rasheedah Jemison, principal; Marvin Jones,	04/10/2026		

	The virtual data room will be used to inform teachers and school leaders of student progress, to use a meaningful resource during PLCs, to guide students with setting and reaching academic goals, and to assist special education teachers with tracking IEP goals of students with disabilities. Teachers will monitor the progress of students towards mastery of grade-appropriate standards in order to create small groups during blended learning instruction and intervention. Implementation ---------- * Weekly virtual data room tracker by subject and grade * Weekly data analysis form Effectiveness ---------- * 100% of content teachers will update virtual data room weekly * 100% of content teachers will analyze data from weekly assessment	assistant principal			
	[A 2.3.4] Create and implement a strategic school-wide intervention plan. Description ----------	Rasheedah Jemison, principal; Tiffany	05/22/2026		

	A strategic school-wide intervention plan will be developed to provide targeted support to students at various levels of academic need in order to ensure that every student receives the necessary resources and supports to succeed. Implementation of the intervention plan will address how the school addresses gaps in literacy and math skills of K- 8th grade students by providing additional opportunities for teacher-led and technology-based small group instruction. Implementation --- * Weekly iReady reports * Quarterly benchmark assessment data Effectiveness --- * Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. * Quarterly benchmark assessment data will reflect at least a 5% of students moving from Tier III to Tier II or Tier II to Tier I.	Thompson, PLC Coach; Melissa Jamerson, Instructional facilitator			
[G 3] Riverview School will decrease the suspension rate from 29.7% in 24-25 to 15% in 25-26, increase the attendance rate from 87.3% EOY in 24-25 to 95% EOY in 25-26, decrease chronic absenteeism rate from 49.2% EOY 24-25 to 30% or lower 25-26. **Additional Supports**					

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

District Turnaround Plan Goal
[G 4] CSI schools will reduce chronic absenteeism rates from approximately 30% in 2025 to approximately 25% or less in 2026 by utilizing clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Establish school-wide processes and systems that address identified behavior needs and provide appropriate student supports in order to maintain a safe and caring environment. Rationale --------- There is a lack of a systematic and intentional plan from leadership for rolling out behavior management strategies. Without consistent reinforcement and dedicated time for support, implementation has been fragmented, and teachers have not been set up for success. We will establish school-wide processes and systems that address identified behavior needs and provide appropriate student supports in order to maintain a safe and caring environment. Supporting Data ---------- Attendance rate improved from 83.4% in 23-24 to 87.3% in 24-25	**[A 3.1.1] Strengthen Use of RTI2AB** Description ---------- We use a Progressive Discipline System to support our school-wide behavior plan, we will provide all students with needed support to meet school-wide expectations. Implementation ---------- * Daily attendance records * Bi-weekly attendance reports * 20 day attendance reports * Weekly student check-in to monitor students who show early signs (5-8% attendance rate) * Weekly student check-in/ behavior log to monitor students who show multiple disciplinary infractions.	Melissa Jamerson-Tate , instructional facilitator; Marvin Jones, assistant principal	05/22/2026		

Suspension rate decreased by 18.5% from 48.2% in 23-24 to 29.7% in 24-25 **Benchmark Indicator** Implementation --- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Daily attendance records * Bi-weekly attendance reports * 20 day attendance reports * Weekly student check-in to monitor students who show early signs (5-8% attendance rate) * Weekly student check-in/ behavior log to monitor students who show multiple disciplinary infractions. Effectiveness --- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. * 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90% or greater will attend after 3rd contact. * Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent.	Effectiveness --- * 100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. * 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90% or greater will attend after 3rd contact. * Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent.				
	[A 3.1.2] Strengthen Use of School-wide Clubs Description	Rasheedah Jemison,	05/15/2026		

	---------- Clubs serve as a method for students to build strong relationships with teachers. These clubs are driven by teacher interest and students are allowed to select a club in which they are most interested. The implementation of clubs is designed to give students something to look forward to during the school day. Clubs will meet once a month, 2-3 pm. All adults, not just teachers are given an opportunity to build positive relationships with students through club sponsorship. According to research, when students develop meaningful and positive relationships with adults in the school, they are more likely to attend school. After-school clubs may also be offered based on student interest. Implementation ---------- * Monthly sign-up sheets for students * Monthly attendance reports by club * Monthly school-wide attendance report Effectiveness ---------- * 100% of student body will participate in a club.	principal; Marvin Jones, assistant principal; Latisha Keys, attendance specialist			

	* Daily attendance rate for a club day will increase by at least 1% each month, reaching a 95% daily attendance rate per club day by February 2026.				
	[A 3.1.3] School-wide attendance and behavior incentives Description ---------- Students will receive incentives for meeting attendance and behavioral goals. Implementation ---------- * Daily attendance records * Bi-weekly attendance reports * 20 day attendance reports * Student check-in to monitor students who show early signs (5-8% attendance rate) * student check-in/ behavior log to monitor students who show multiple disciplinary infractions. * Behavior Incentives every 30-day period * Attendance Incentives every 20-day period Effectiveness ---------- * 100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. * 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90% or greater will attend after 3rd contact. * Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent * 90% of students will participate in school-wide behavioral incentive every 30 days.	Latisha Keys, attendance specialist; Khadajah Walker, behavior specialist	05/22/2026		

	* 90% of students will participate in school-wide attendance incentive every 20 days.				
	[A 3.1.4] Professional Development Description ---------- *Provide a brief narrative of the proposed action step.* Behavior-specific professional development has not been embedded into the school's overall improvement plan or monitored as a critical factor in teacher success and student outcomes. Also, there has not been intentional leadership messaging or modeling around the importance of consistent routines and shared behavioral norms as part of effective teaching and learning. Ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff will focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement. Teachers will be provided with training and resources to support creating a conducive learning environment. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* * 20-day student discipline reports * Monthly PD agenda and sign-in sheets * 20-day Power BI reports for discipline Effectiveness ---------- A minimum of of 3 PD sessions related to classroom management will be delivered from September 2025 through May 2026 with a minimum of 1 completed by the end of quarter 2.	Marvin Jones, Assistant principal; Melissa Jamerson, instructional facilitator; Tiffany Thompson, PLC Coach; Tymisza Brooks-Winsell e; Instructional resource teacher	04/10/2026		

	50% decrease in the number of office referrals for Categories C, D, and E violations by the end of year, with a 25% decrease by the end of semester 1.				
[S 3.2] Support students in overcoming barriers related to student attendance Rationale --------- *Provide a rationale for choosing the strategy/intervention.* By overcoming the barriers students face which prevent them from coming to school everyday, we are increasing the likelihood that students will perform better academically throughout the year and on the end of the year assessment. Supporting Data ---------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* *Existing strategy* Attendance rate improved from 83.4% in 23-24 to 87.3% in 24-25 Chronic Absenteeism rate decreased by 10% from 59.2% in 23-24 to 49.2% in 24-25 **Benchmark Indicator** Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?*	**[A 3.2.1] Improve use of attendance liaison** Description ---------- The attendance liaison will work to align the attendance policy and procedures at the school to meet district expectations. Additionally, the attendance specialist will also work to encourage improved attendance by interfacing with parents at late drop off and early pick up times. The attendance specialist will collaborate with the family engagement specialist and behavior specialist to assist with improvement of culture through improved attendance. The attendance engagement specialist will also collaborate with teachers to ensure that all teachers take attendance aligned with district policy. Also the attendance specialist will collaborate with the professional school counselors to ensure that the truancy process is followed and properly recorded in the student information system Implementation ---------- * SART reports * daily attendance count * 20-day attendance report * Monthly parent contact log	Melissa Jamerson, instructional facilitator; Anwar Carter, Guidance counselor; Rasheedah Jemison, principal	05/15/2026		

* Daily attendance records * Bi-weekly attendance reports * 20 day attendance reports * Weekly student check-in to monitor students who show early signs (5-8% attendance rate Effectiveness ---------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 100% of students showing early warning signs of becoming chronically absent have a parent meeting scheduled either in-person or virtually. * 75% of parents scheduled will attend parent meeting upon first contact, 85% or greater will attend upon second contact/rescheduling, and 90% or greater will attend after 3rd contact. * Less than 5% of students who are flagged showing early warning signs will reach 10% absenteeism rate thus avoid becoming chronically absent.	Effectiveness ---------- * 100% of students showing early warning signs of becoming chronically absent (5 or more absences) will be contacted by the attendance specialist. * 100% of students with 5 or more consecutive absences will receive a SART letter for a SART meeting. * Parent contact log will be monitored monthly to ensure that 100% of parents have been notified/SART meetings have been scheduled.				
[S 3.3] Provide opportunities to meaningfully engage families to support their childs learning Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Promoting effective parent, family, and community engagement activities and appropriate use of resources that support safe schools will improve student attendance and behavior. Supporting Data ----------	**[A 3.3.1] Increase opportunities for parental and community engagement** Description ---------- Plan and implement at least 1 parent engagement opportunity per quarter in order to build a positive relationship between the school and families in order to strengthen our partnerships with them. Implementation ----------	Tiffany Thompson, PLC Coach	04/24/2026		

If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention. *Existing strategy* Attendance rate improved from 83.4% in 23-24 to 87.3% in 24-25 Chronic Absenteeism rate decreased by 10% from 59.2% in 23-24 to 49.2% in 24-25 Suspension rate decreased by 18.5% from 48.2% in 23-24 to 29.7% in 24-25 **Benchmark Indicator** Implementation --- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * 20 day attendance reports * Monthly Parent survey data * Monthly Agendas and sign-in sheets Effectiveness --- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 50% of parents will attend at least 1 engagement activity by the end of the 24-25 SY, with 25% attendance rate for the first activity, 35% by the 2nd	* 20-day Attendance reports * Monthly Agendas and sign-in sheets Effectiveness --- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 50% of parents will attend at least 1 engagement activity by the end of the 24-25 SY, with 25% attendance rate for the first activity, 35% by the 2nd activity, 40% by the 3rd activity, and 50% or higher by the final activity.				

activity, 40% by the 3rd activity, and 50% or higher by the final activity.					
	[A 3.3.2] Instructional Material, Supplies, and Resources Description ---------- Parental trainings and meetings will be held in which supplemental learning materials and supplies will be purchased for parents to assist with student academic growth and achievement. Implementation ---------- * Title I budget initial spending report * Monthly Title I budget analysis Effectiveness ---------- * 75% of Title I budget will be spent by the end of the 1st semester * 100% of the Title I budget will be spent by March 2025	Tiffany Thompson, PLC Coach	03/16/2026		
	[A 3.3.3] Increase parental use of Parent Resource Center Description ---------- *Provide a brief narrative of the proposed action step.* The Parent Resource Center provides support for families, helps parents participate in their children's education, and can be where parents gather to	Tiffany Thompson, PLC Coach	03/16/2026		

	learn, share resources about external and internal opportunities for learning, exchange expertise, and connect with school and community resources. The Parent Resource center can offer a variety of classes, based on families' needs and interests as well as help parents identify learning opportunities at home. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* * Monthly Sign-in sheets (usage log) * Monthly Parent sign-in sheets from classes * Monthly Parent Survey Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * *100% of families who utilize the Parent Resource Center will respond favorably to its benefits on the Winter and Spring surveys. .*				
[S 3.4] Support students in overcoming barriers related to student behavior Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. The 20 day reporting period will assist in	**[A 3.4.1] Increase use of behavior specialist** Description ---------- The behavior specialist will develop a case load of students based on attendance and behavior. The students who are identified will meet weekly with the behavior specialist and have an attendance and behavior plan to support in their improvement. The students will also receive incentives and additional support to help improve behavior. The behavior specialist will also meet with the parents	Marvin Jones, assistant principal; Anwar Carter, professional school counselor; Tyneshia Smith, professional school counselor	05/22/2026		

monitoring students behavior and effectiveness of behavioral interventions and supports measures aimed at reducing student discipline incidents. Supporting Data ---------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* Existing Strategy The suspension rate decreased by 18.5% from 48.2% in 23-24 to 29.7% in 24-25. The suspension rate of SWD decreased by 22.8% from 33.3% in 23-24 to 10.5% in 24.25. **Benchmark Indicator** Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Daily student check-in to monitor students who show early signs (5-8% attendance rate) * Daily student check-in/ behavior log to monitor students who show multiple disciplinary infractions. * School-Wide SEL Lessons Monthly Effectiveness ----------	of identified students as well. Implementation ---------- * Weekly meeting logs * Monthly parent Contact logs * Behavior report by 20 day from PowerBI Effectiveness ---------- * 100% of identified students will meet with the behavioral specialist at least once a week. * bi-weekly check of parent contact log that 100% of parents who have a child receiving intervention have been contacted * 50% decrease in the number of office referrals from categories C, D, E violations by the end of the year, with a 25% decrease by the end of semester 1				

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency? * Decrease in suspension rate by 5% every quarter					
	[A 3.4.2] Increase use of in-school suspension Description ---------- In-School Suspension (ISS) is a disciplinary program aiming at behavior management allowing students to remain in a learning environment while isolated from the rest of the student body. The main goal of ISS is to have students stay caught up on work and get help with any difficulties they are having. Implementation ---------- ISS 20 -day report Effectiveness ---------- The Suspension rate will decrease by 5% each quarter.	Marvin Jones, Assistant principal	05/22/2026		