

**[G 1] Reading/Language Arts**

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

**Performance Measure**

E. E. Jeter will increase the 6th-8th grades ELA TCAP met or exceeded from 27.9% in 2023-2024 to 30% in Spring of 2025-2026. 3rd-5th grades will increase ELA TCAP met or exceeded from 33.3% in 2023-2024 to 305% in Spring of 2025-2026. Kindergarten-2nd grades scored 50% on or above grade level on the 2023-2024 Spring IReady. In Spring 2026, IReady on or above grade level will increase to 57%.

In 2024, 2nd-grade students were 57.1%% proficient on the ELA TCAP. By the spring of 2026, Jeter's 2nd graders will reach 60% met or exceed expectations.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

IReady

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> 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.</p> <p><b>Benchmark Indicator</b> **Implementation:**</p>	<p><b>[A 1.1.1] Conduct Weekly PLCs and Collaborative Planning Meetings</b> Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, and benchmark assessments, and analyze student work.</p>	<p>Becca Burnett, Marysa Utley, Christopher Newson, LaThres Rice, ELA Teachers</p>	<p>05/15/2026</p>		

<p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Monthly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p><b>**Effectiveness:**</b></p> <p>Implementing quarterly iReady diagnostics will show 20% of students with a 5% increase on-track or mastery.</p> <p>Implementing monthly classroom observations will show 20% of students with a 5% increase on-track or mastery.</p> <p>Executing semester reviews of TEM observation data to monitor educators' delivery of standards-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing quarterly formative assessments to show that 10% of students in grades 3 through 8 will perform at or above 70%.</p>					
	<p><b>[A 1.1.2] Implementation of Literacy Workstations</b></p> <p>Literacy workstations will be implemented to ensure students have multiple, varied opportunities to practice and apply foundational literacy skills and strategies collaboratively and independently.</p>	<p>ELA Teachers; Becca Burnett, PLC Coach; Marysa Utley, Instructional Facilitator</p>	<p>05/15/2026</p>		

	<p><b>[A 1.1.3] Utilize Resources and Supplies</b> Secure supplies, materials, equipment, and support for academic instruction to ensure that all children meet challenging state academic standards. We will use our Title 1 funds as well as the general fund as appropriate.</p>	<p>PLC Coach, Becca Burnett; Christopher Newson, Principal</p>	<p>05/15/2026</p>		
<p><b>[S 1.2] Professional Development</b> Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p><b>Benchmark Indicator</b> **Implementation:**</p> <p>Monthly CLASSROOM INFORMAL OBSERVATION DATA tracked in PowerApps</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM) tracked in PLZ</p> <p>Weekly Professional Learning Community meetings with sign-ins and agendas</p> <p>Monthly Instructional Leadership Team (ILT) meetings with sign-ins and agendas</p> <p>Monitor teacher participation rates in PD activities, PLC engagement, and online module completion, tracked through PLZ</p> <p><b>**Effectiveness:**</b></p> <p>Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery.</p> <p>Executing semester reviews of TEM observation</p>	<p><b>[A 1.2.1] Conduct Weekly PLCs and Collaborative Planning Meetings</b> Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, and benchmark assessments, and analyze student work.</p>	<p>Becca Burnett, PLC Coach; Marysa Utley, Instructional Facilitator; ELA Teachers; LaThres Rice, AP; Christopher Newson, Principal</p>	<p>05/15/2026</p>		

<p>data to monitor educators' delivery of standards-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Administering weekly PLC meetings with 90% attendance that will follow Jeter's cycle of professional learning, covering topics such as implementing highly effective workstations, shifting the lift with higher-order thinking, and deliberate practice.</p> <p>Conducting Instructional Leadership Team (ILT) meetings monthly with an 85% attendance rate. ILT members will conduct 2 walkthroughs monthly to peer monitor educators' instructional practices and pedagogy of the content, bringing findings to the monthly meetings.</p> <p>Teachers' participation in PD will demonstrate improved skills (e.g., reviews of lesson plans, classroom walkthrough data) to measure teacher growth. Classroom walkthrough scores will improve 3% over the course of each semester.</p>					
	<p><b>[A 1.2.2] Attend Ongoing, Job-Embedded Professional Development</b></p> <p>Instructional Coaches/ILT Members/PLC Coach will provide professional development to assist teachers with research-based experiences, which include:</p> <ul style="list-style-type: none"> <li>* Thoughtfully planned and executed lessons</li> <li>* Attention to both skills-based and meaning-based competencies</li> <li>* Daily integration of reading, writing, speaking, and listening to understand texts and express understanding</li> <li>* An environment that supports text-based discourse</li> <li>* Data-informed instruction</li> </ul>	<p>Instructional Coaches; ILT ELA Teachers; Becca Burnett, PLC Coach; Marysa Utley, Instructional Facilitator</p>	<p>05/25/2026</p>		

	<p><b>[A 1.2.3] Utilizing the CANVAS Learning Management System</b>  Teachers will be provided with flexible alternatives to professional learning and support. Through CANVAS online modules, teachers will learn at their own pace and on their own time.</p>	LaThres Rice, AP; ELA Teachers	05/13/2026		
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b>  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><b>Benchmark Indicator</b>  <b>**Implementation:**</b></p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING) tracked in IReady, Performance Matters, and PowerBI</p> <p>Monthly S-Team Meetings with agendas and sign-ins</p> <p>Weekly Grade Audits conducted by the guidance department - all grade repair/recovery noted in PowerTeacher and records kept in the student's cumulative file and by the guidance department.</p> <p><b>**EFFECTIVENESS:**</b></p> <p>Implementing quarterly iReady diagnostics will show 20% of students with a 5% increase on track or mastery.</p> <p>Implementing monthly S-Team (RTI2A) meetings with 90% attendance to review data collection from teachers, review students' performance in the targeted intervention (iReady &amp; teacher small groups), and review AimsWeb data points.</p>	<p><b>[A 1.3.1] Provide Response to Instruction and Intervention</b>  The interventionist will work to decrease the percentage of students who fall under the 25th percentile on iReady Benchmarks. The intervention teacher and ELA teachers will provide direct instruction to qualified students, continually monitoring student progress to improve instructional practice.</p>	Abigail Morales, Interventionist; ELA Teachers; Marysa Utley, Instructional Facilitator; Christopher Newson, Principal	05/13/2026		

<p>Executing weekly reviews of grade reports for 100% of the school. Ensuring 100% of students receive grade recovery opportunities.</p>					
	<p><b>[A 1.3.2] Utilization of the Curriculum Associates i-Ready Platform and Ready Teacher Toolbox</b>  The i-Ready platform will provide individualized learning paths for students and skills-based small groups, targeting the following domains: Phonological Awareness, High-Frequency Words, Phonics, Vocabulary, and Comprehension.</p>	<p>Abigail Morales, Interventionist; ELA Teachers; Marysa Utley, Instructional Facilitator; Christopher Newson, Principal</p>	<p>05/28/2026</p>		
	<p><b>[A 1.3.3] Utilization of Educational Assistants &amp; Specialized Education Assistants</b>  Educational assistants and SEAs will assist the teacher in the achievement of teaching objectives while working with individual students or small groups, for the improvement of skills and an increase in student learning.</p>	<p>Educational Assistants; Specialized Education Assistants (SEAs); ELA Teachers; Christopher Newson, Principal</p>	<p>05/28/2026</p>		
<p><b>[S 1.4] Early Literacy</b>  Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students' reading skill set.</p> <p><b>Benchmark Indicator</b>  <b>**IMPLEMENTATION**:</b></p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA</p>	<p><b>[A 1.4.1] School Wide Reading Initiative/Family Reading Night</b>  Grade band author/genre studies will be held to supplement the ELA instruction throughout the school. Each grade band will have an author/genre that they study in their classrooms throughout the year. In addition, there is a literacy week with a night for K-4th-grade students and parents.</p>	<p>Becca Burnett, PLC Coach; Literacy Night Committee</p>	<p>01/30/2026</p>		

<p>(TEM)</p> <p>Quarterly Formative Common Assessments</p> <p><b>**EFFECTIVENESS**:</b></p> <p>Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p> <p>Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery</p> <p>Executing Quarterly review of TEM observation data to monitor educators' delivery of standards-aligned lessons to the TN Standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing Quarterly Formative Assessments will show that 10% of students in grades 3 through 8 should perform at or above the 70%</p>					
	<p><b>[A 1.4.2] Implementation Literacy Workstations</b>  Literacy workstations will be implemented to ensure students have multiple, varied opportunities to practice and apply foundational literacy skills and strategies collaboratively and independently.</p>	<p>K-2 ELA Teachers</p>	<p>05/15/2026</p>		
	<p><b>[A 1.4.3] Purchase materials and supplies to enhance early learning opportunities</b>  The purchase of supplies, materials, as well as upgrading technology will be a focus to improve early learning opportunities.</p>	<p>Becca Burnett, PLC Coach</p>	<p>04/17/2026</p>		
	<p><b>[A 1.4.4] Professional Development</b>  Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. Provide</p>	<p>Becca Burnett, PLC Coach;  Marysa Utley, Instructional Facilitator;  Christopher</p>	<p>04/30/2026</p>		

	coverage and/or substitutes for teachers to attend district PD or PD at other facilities.	Newson, Principal			
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**[G 2] Mathematics**  
 By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

**Performance Measure**  
 E.E. Jeter will improve on-track/mastery percentages in all grades from 33% in 2024 to 35% in 2026; 3-5 from 33% in 2024 to 35% in 2026; 6-8 from 32.8% in 2024 to 35% in 2026.

By spring 2026, Jeter will improve K-8 math, with a continued instructional shift that will align with an increased focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real-world applications. We believe improvement in this area can continue based on work done in the prior year, including the implementation of the math curriculum material and the development of rigorous professional development to support math.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b>            Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b>            **Implementation:**</p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING)</p> <p>Monthly CLASSROOM INFORMAL</p>	<p><b>[A 2.1.1] Conduct Weekly PLCs and Collaborative Planning Meetings</b>            Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, benchmark assessments, and analyze student work.</p>	Becca Burnett, PLC Coach; Marysa Utley, Instructional Facilitator; MATH Teachers; LaThres Rice, AP; Christopher Newson, Principal	05/15/2026		

<p>OBSERVATION DATA</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM)</p> <p>Quarterly Formative Common Assessments</p> <p><b>**Effectiveness:**</b></p> <p>Implementing quarterly iReady diagnostics will show 20% of students with a 5% increase on track or mastery.</p> <p>Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery.</p> <p>Executing semester reviews of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Implementing quarterly formative assessments shows 10% of students in grades 3 through 8 should perform at or above 70%.</p>					
	<p><b>[A 2.1.2] Incorporate Daily High-Quality Teaching in Math Classrooms</b></p> <p>Teachers will utilize the following practices while using the Envision Math curriculum:</p> <ul style="list-style-type: none"> <li>* Plan and execute standards-aligned lessons with intentionality and focus (data-informed instruction)</li> <li>* Promote student mathematical discourse</li> <li>* Utilize visual and symbolic representations and help students make connections</li> <li>* Emphasize literacy skills for mathematical proficiency</li> </ul>	<p>MATH Teachers; Becca Burnett, PLC Coach; Marysa Utley, IF; Christopher Newson, Principal; LaThres Rice, AP</p>	<p>05/28/2026</p>		

	<p><b>[A 2.1.3] Utilize Resources &amp; Supplies</b>  Secure supplies, materials, equipment, and support for academic instruction In order to ensure that all children meet challenging state academic standards, we will use our Title 1 funds as well as the general fund as appropriate.</p>	Becca Burnett, PLC; Marysa Utley, IF	04/30/2026		
<p><b>[S 2.2] Professional Development</b>  Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b>  <b>**Implementation:**</b></p> <p>Monthly CLASSROOM INFORMAL OBSERVATION DATA tracked in PowerApps</p> <p>Semi-Annual FORMAL OBSERVATION DATA (TEM) tracked in PLZ</p> <p>Weekly Professional Learning Community meetings with sign-ins and agendas</p> <p>Monthly Instructional Leadership Team (ILT) meetings with sign-ins and agendas</p> <p>Monitor teacher participation rates in PD activities, PLC engagement, and online module completion, tracked through PLZ</p> <p><b>**Effectiveness:**</b></p> <p>Implementing monthly classroom observations will show 20% of students with a 5% increase on track or mastery.</p> <p>Executing semester reviews of TEM observation data to monitor educators' delivery of</p>	<p><b>[A 2.2.1] Conduct Weekly PLCs and Collaborative Planning Meetings</b>  Teachers will meet each week to analyze student data, develop strategies and lesson plans, review curriculum maps, benchmark assessments, and analyze student work.</p>	Becca Burnett, PLC Coach; Marysa Utley, IF; MATH Teachers; LaThres Rice, AP; Christopher Newson, Principal	05/15/2026		

<p>standards-aligned lessons to the TN standards with a TEM score of level 3 or higher, for 90% of teachers, in at least 5 or more of the TEM indicators.</p> <p>Administering weekly PLC meetings with 90% attendance that will follow Jeter's cycle of professional learning, covering topics such as implementing highly effective workstations, shifting the lift with higher-order thinking, and deliberate practice.</p> <p>Conducting Instructional Leadership Team (ILT) meetings monthly with an 85% attendance rate. ILT members will conduct 2 walkthroughs monthly to peer monitor educators' instructional practices and pedagogy of the content, bringing findings to the monthly meetings.</p> <p>Teachers' participation in PD will demonstrate improved skills (e.g., reviews of lesson plans, classroom walkthrough data) to measure teacher growth. Classroom walkthrough scores will improve 3% over the course of each semester.</p>					
	<p><b>[A 2.2.2] Attend Ongoing, Job-Embedded Professional Development</b>  Instructional Coaches/ILT Members/PLC Coach will provide professional development to assist teachers with research-based experiences, which include:</p> <ul style="list-style-type: none"> <li>* Plan and execute standards-aligned lessons with intentionality and focus (data-informed instruction)</li> <li>* Promote student mathematical discourse</li> <li>* Utilize visual and symbolic representations and help students make connections</li> <li>* Emphasize literacy skills for mathematical proficiency</li> </ul>	Instructional Coaches; ILT Math Teachers; Becca Burnett, PLC Coach; Marysa Utley, IF	04/17/2026		
	<p><b>[A 2.2.3] Utilizing the CANVAS Learning Management System</b>  Teachers will be provided with flexible alternatives</p>	LaThres Rice, AP; MATH Teachers	05/01/2026		

	to professional learning and support. Through CANVAS online modules, teachers will learn at their own pace and on their own time.				
	<p><b>[A 2.2.4] Utilize Resources &amp; Supplies</b> Secure supplies, materials, equipment, and support for academic instruction to provide ongoing, high-quality professional development that focuses on changing instructional practices for improved student performance. We will use our Title 1 funds as well as the general fund as appropriate.</p>	Becca Burnett, PLC; Christopher Newson, Principal	04/30/2026		
<p><b>[S 2.3] Targeted Interventions and Personalized Learning</b> 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>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> **Implementation:**</p> <p>iReady Diagnostics Platform (FALL, WINTER, SPRING) tracked in IReady, Performance Matters, and PowerBI</p> <p>Monthly S-Team Meetings with agendas and sign-ins</p> <p>Weekly Grade Audits conducted by the guidance department - all grade repair/recovery noted in PowerTeacher and records kept in the student's cumulative file and by the guidance department.</p> <p>**EFFECTIVENESS:**</p> <p>Implementing quarterly iReady diagnostics will show 20% of students with a 5% increase on track</p>	<p><b>[A 2.3.1] Provide Response to Instruction and Intervention</b> The interventionist will work to decrease the percentage of students who fall under the 25th percentile on iReady Benchmarks. The intervention teacher and math teachers will provide direct instruction to qualified students, continually monitoring student progress to improve instructional practice.</p>	Abigail Morales, Interventionist; MATH Teachers; Marysa Utley, IF	05/15/2026		

<p>or mastery.</p> <p>Implementing monthly S-Team (RTI2A) meetings with 90% attendance to review data collection from teachers, review students' performance in the targeted intervention (iReady &amp; teacher small groups), and review AimsWeb data points.</p> <p>Executing weekly reviews of grade reports for 100% of the school. Ensuring 100% of students receive grade recovery opportunities.</p>					
	<p><b>[A 2.3.2] Utilization of the Curriculum Associates i-Ready Platform and Ready Teacher Toolbox</b></p> <p>The i-Ready platform will provide individualized learning paths for students and skills-based small groups, targeting the following domains: Number Sense, Addition, Subtraction, Multiplication, Division, Measurement, Data, Algebra &amp; Algebraic Thinking, and Geometry.</p>	<p>Abigail Morales, Interventionist; MATH Teachers; Marysa Utley, IF</p>	<p>04/17/2026</p>		
	<p><b>[A 2.3.3] Provide Appropriate Pacing</b></p> <p>Provide a learning pace and instructional approaches to meet the needs of each learner.</p>	<p>Marysa Utley, IF; Becca Burnett, PLC; LaThres Rice, AP; Principal Newson</p>	<p>05/28/2026</p>		
<p><b>[G 3] Chronic Absenteesim</b></p> <p>By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.</p> <p><b>Performance Measure</b></p> <p>Jeter will reduce the percentage of chronically absent students from 19.2% in 2025 to 17% in 2026.</p> <p>Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data</p>					

* PowerBI Data * Share Point					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b> Implement targeted interventions and support programs, and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b> **Implementation**:</p> <p>Monthly Small Groups with Behavior Team - Guidance counselors will maintain notes from small groups</p> <p>Quarterly Attendance Incentives - flyers sent home quarterly to remind parents/students of the importance of attendance. The participation rate tracking sheet will be kept by the attendance clerk.</p> <p>20-Day Caught You Being Good (Jeter Bucks) Incentives - Participation rate tracking sheet will be kept by the guidance department.</p> <p><b>**Effectiveness**:</b></p> <p>The Attendance Secretary will incentivise every quarter, striving for the school attendance rate to remain above 95%.</p> <p>The Guidance Department will have a Jeter Buck Store (caught you being good) every 20 days, with the goal of 80% of the student population participating every 20 days with at least 1 Jeter</p>	<p><b>[A 3.1.1] Create a RTI-B Team</b> The RTI-B team will work to provide evidence-based, problem-solving approaches to address student behavior. RTI2-B will focus on teaching students appropriate behaviors as opposed to punishing inappropriate behaviors, and also develop positive relationships between students and school staff.</p>	<p>Lathres Rice, AP; Vanessa Jones, Middle Guidance Counselor; Whitney Allgood, Elementary Guidance Counselor</p>	<p>05/28/2026</p>		

<p>Buck.</p> <p>The behavior team will take referrals and see students based on need. The team will have monthly meetings with 95% of the identified students participating. After 3 monthly meetings, 75% of the group will not receive another behavior referral.</p>					
	<p><b>[A 3.1.2] Provide Incentives for Perfect Attendance and Good Behavior</b>  Students will be provided with incentives for attending school daily, as well as for good behavior. Students will be provided incentives with the NBA Award (Never Been Absent).</p>	<p>Adina Wilkinson,  SART &amp; Attendance Clerk;  Professional School Counselors</p>	<p>05/28/2026</p>		
	<p><b>[A 3.1.3] Progressive Discipline</b>  Progressive Discipline will be implemented to address a fair and equitable process for students regarding discipline.</p>	<p>Principal Newson, AP Rice</p>	<p>05/28/2026</p>		
	<p><b>[A 3.1.4] ISS Monitor and Reset Room Assistant</b>  A trained ISS Monitor will be used to support our students in school instead of having to use out-of-school suspension. We will also have a Reset Room Assistant to provide support to students instead of being sent to the office.</p>	<p>Principal Newson, AP Rice, Judy Snider, John Hall</p>	<p>05/28/2026</p>		
<p><b>[S 3.2] Professional Development</b>  Provide ongoing, high-quality professional development at the school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior, positively impacting student achievement.</p> <p><b>Benchmark Indicator</b>  **Implementation**:</p> <p>Monthly Data Audits</p> <p>20-day attendance report</p>	<p><b>[A 3.2.1] Provide RTI-B Training</b>  The RTI-B team will work to provide evidence-based, problem-solving approaches to address student behavior. RTI2-B will focus on teaching students appropriate behaviors as opposed to punishing inappropriate behaviors, and also develop positive relationships between students and school staff.</p>	<p>LaThres Rice, AP; Vanessa Jones, 5-8 Counselor; Whitney Allgood, K-4 Counselor</p>	<p>04/30/2026</p>		

<p>20-day discipline report</p> <p>Monitor teacher participation rates in PD activities, PLC engagement, and online module completion, tracked through PLZ quarterly</p> <p><b>**Effectiveness**:</b></p> <p>Executing monthly fidelity checks of student data entry for 100% of the school. Ensuring 100% of data entered is accurate and no erroneous reporting occurs. This will be conducted on the 13th (the next closest day if it falls on a weekend) by Jeter's records and attendance clerk. The report will allow any errors to be corrected by the 20th of the month.</p> <p>Each 20 days, students' attendance will improve by 1% overall.</p> <p>Each 20 days, students' discipline will improve by 1% overall.</p> <p>Teachers' participation in PD will demonstrate improved skills (e.g., reviews of lesson plans, classroom walkthrough data) to measure teacher growth. Classroom walkthrough scores will improve 3% over the course of each semester.</p>					
	<p><b>[A 3.2.2] Complete Safe School Videos/Training</b> All E. E. Jeter Staff and Personnel will watch and complete safe school videos.</p>	<p>LaThres Rice, AP; Jeter Staff and Personnel</p>	<p>05/29/2026</p>		
	<p><b>[A 3.2.3] Secure Supplies &amp; Support</b> Secure supplies, materials, equipment, and support for academic instruction to provide ongoing, high-quality professional development that focuses on changing instructional practices for improved student performance. We will use our Title 1 funds as well as the general fund as appropriate.</p>	<p>Principal Newson, PLC Burnett</p>	<p>05/29/2026</p>		

<p><b>[S 3.3] Parent, Family, and Community Engagement</b>  Promote effective parent, family, and community engagement activities and resources that support safe schools, which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b>  <b>**Implementation**:</b></p> <p>Semester Parent Survey</p> <p>Quarterly Family Engagement Events with agendas and sign-in sheets</p> <p>20-day absentee reports</p> <p><b>**Effectiveness**:</b></p> <p>Conduct a Parent Needs/Engagement Survey each semester with at least 20% of the parents responding.</p> <p>Parent participation in family engagement events increases by 10% each quarter.</p> <p>Each 20-day absentee report will show 1% fewer absent students.</p>	<p><b>[A 3.3.1] Engage Community Partners</b>  Jeter will engage in meaningful collaboration with community partners.</p>	PLC Burnett, Principal Newson, IF Utley, AP Rice	05/29/2026		
	<p><b>[A 3.3.2] Quarterly Family Engagement Events</b>  Jeter will host varying family engagements every quarter. Events will bring the community into the school to showcase student work and give parents suggestions and/or strategies on how to assist their student(s) at home.</p>	Becca Burnett, PLC Coach, Jeter Faculty & Staff	05/29/2026		
	<p><b>[A 3.3.3] Secure Supplies &amp; Support</b>  Secure supplies, materials, equipment, and support for academic instruction to provide academic interventions for students that meet the needs of</p>	PLC Burnett, Principal Newson, Financial	04/30/2026		

	each learner. We will use our Title 1 funds as well as the general fund as appropriate.	Secretary Garcia			
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