Havenview Middle Annual Plan (2025 - 2026)

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[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
By May 2026, Havenview Middle School students will improve **Reading / English Language Arts **Met and Exceeding percentages in grades 6-8 from **11.4%** in 2023-2024 to **23.2%.**

Performance will be measured using the following tools:

* District Formative Assessments
* TNReady Assessment
* School Level Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Benchmark Indicator** **Implementation** · Formative Assessments - Quarterly · Classroom debriefing and protocol document - Weekly · Lesson Plans - Weekly	**[A 1.1.1] Support rigorous learning environments for all students.** * Provide supplies, materials, equipment, software (IXL, All-in Learning, Goldbook, Readworks, StudyIsland, Measuring up books, NewsELA, ScanningPens, etc.) for teachers and students in order to provide effective classroom instruction, interventions, and environment that is conducive for successful student outcomes and stronger improvement for our struggling readers, non-readers, and students not on grade level. * Strengthen technology-infusion through the use of All-in-One Learning Clickers (with nightly sync with SIS) in all core classes for instant assessment feedback, access to student computers, and classroom computers' station for effective implementation of research-based instruction. * Provide computer labs for each grade level for additional intervention and assessments. Ensure	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Technology Coordinator - Dorothy Williams Hudson	05/22/2026		

· Teacher evaluation (TEM) scores and reports-quarterly · Quarterly Data Tracker Reports · Analysis of student work - weekly **Effectiveness** · Students shall perform at 70% or above OR have at least 5% increase on common formative assessments (fall, winter, spring) resulting in at least 35% of student meeting or exceeding expectations on the Mock Assessment. · Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. · Weekly classroom observations using the Classroom Walkthrough Protocol and Debriefing to indicate that at least 80% of core content area teachers bi-weekly demonstrate the ability to effectively implement the identified instructional shifts outlined in the TEM rubric and gauge the implementation of standards-aligned instruction. · Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices submitted with 100% participation. · Quarterly students should increase by at least 40% on growth and/or improved placement on intervention programs (IReady, Study Island, etc.)	proper and consistent utilize of One-to-One Device and school laptops for the learning and assessments. * Provide 6th, 7th, and 8th ELA students the opportunity to improve academically by gaining insight and deep understanding through field trips experiences as it relates to reading context, making real world connections, historical connections for information text, and in alignment with ELA standards and/or performance practices. * Implement specialized intervention camps for students on select weekends, non-instructional days, and/or during the summer to increase student academic readiness and enrichment.				
	[A 1.1.2] Use of common formative assessments and data trackers to continuously measure student progress Grade level/content specific common formative	Title I PLC Coach - Calandra Jones-Howard,	05/22/2026		

	assessments (quarterly) and collaboratively created teacher biweekly or unit common assessments that aligned with TN State Standards. Use of Data Trackers by teachers and students to monitor academic progress towards meeting/exceeding school and individual students' measurable goals. The teacher will analyze multiple data sources, use the results to provide timely feedback to share with students and parents, implement reteaching strategies, and incorporate needed interventions. The students will also document their own progress on assessments plus setting individual goals/target via Student Data Tracker. Utilize high quality assessment / intervention software that supports curricula, and can effectively track and evaluate student progress, generate detailed reports, and provide data-driven insights to inform instructional decisions in all Reading/Language Arts classes and Social Studies classes. Plus, increase access to technology for assessments and intervention in existing computer labs. (IXL, All-in Learning, Pear Assessment, Readworks, StudyIsland, Measuring up books, NewsELA, ScanningPens, etc.)	Principal - Darla Young-Berry, Assistant Principal: Dr. Viola Perry, Teachers			
	[A 1.1.3] Conduct weekly classroom observation and feedback. Utilize formal (TEM rubric) and informal observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and that evidenced based strategies are used to address varying student needs. Plus, the opportunity for Peer Observations of within and outside the school.	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry	05/22/2026		
	[A 1.1.4] Access to rigorous curriculum Provide a curricula framework for teachers with	Title I PLC Coach -	05/22/2026		

	curriculum maps, Interpretation and Resource Guide, and Reading Prescription that outline essential knowledge and skills needed to master ELA TN State Standards Incorporate Cross-curriculum instructional concepts and resources with support from non-ELA content especially Social Studies and other non-core or STEAM based class and in order to bring a deeper understanding of academic vocabulary and Literacy standards.	Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principal-Dr. Viola Perry, Technology Coordinator - Dorothy Williams Hudson			
	[A 1.1.5] Provide content support Use district ELA Instructional Coaches, school-based Professional Learning Communities Coach, and new teacher mentors to provide direct support to targeted teachers to improve literacy instructional practices and proper utilization of instruction time in classrooms. Additional Educational Assistant to help with interventions, especially for at-risk students and collection/analysis of data	Title I PLC Coach - Calandra Jones-Howard, Principal - Darla Young-Berry, Assistant Principal-Dr. Viola Perry	05/01/2026		
[S 1.2] Professional Development Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. **Benchmark Indicator** **Implementation** Formative Assessments - Quarterly Classroom Walk-Through Protocol and debriefing document - Weekly Lesson Plans - Weekly	**[A 1.2.1] Support provided by Instructional Leaders** **Brief Description** Weekly PLCs, grade level, and/or content meetings led by PLC coach, instructional coach and/or team lead to provide support based on evaluations, walk-through trends, and needs assessment provided by teachers.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson	05/22/2026		

Teacher evaluation (TEM) scores and reports-quarterly Semester Teacher Surveys and Feedback **Effectiveness** * Collaborative planning will be embedded daily in the instructional day for effective instructional planning for each content area by grade level. In addition, a weekly collaborative planning session will be scheduled to allow instructional coaches/support to provide feedback and guidance. Content meetings will also occur monthly to ensure vertical and school-wide alignment and implementation. * Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation. * Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) and schoolwide/district assessments. * Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (IReady, Study Island, etc.)					
	[A 1.2.2] Conduct Observations/Learning Walks **Brief Description** Learning walks and observations (formal, informal,	Principal - Darla Young-Berry, Assistant	05/22/2026		

	peer, mentors, …) to reflect on what was observed in order to provide feedback and strategies to improve instruction.	Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson			
	[A 1.2.3] Provide instructional support. **Brief Description** The district coaches, site-based content lead, PLC coach, Instructional Facilitator, and administrative content leads will provide content coaching and in class support for teachers as needed as well as facilitate PD and PLCs when indicated for teachers throughout the year. Plus, provide support during collaborative planning and help sessions.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson	05/22/2026		
	[A 1.2.4] Offer Professional Develop Opportunities **Brief Description** Professional development opportunities/conferences facilitated by the school, district, state, region and/or national that addresses, but not limited to, TN Subject area Standards, cross-curriculum core support subjects (Social Studies and STEAM), building teacher capacity, strengthen content-area effectiveness,	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra	06/26/2026		

	software usage, technology-infusion, All-In-One Learning, Gradual Release, classroom management, and other topics, instructional practices, and/or research-based strategies suggested by Professional Development, Professional Learning Communities, Coaching/Mentoring surveys and observations. These will be offered to all general, SPED teachers, and support instructional staff to incorporate best practices in English instruction.	Jones-Howard, Technology Coordinator - Dorothy Williams Hudson			
	[A 1.2.5] Provide targeted learning opportunities for new, novice, and/or uncertified teachers. **Brief Description** Implement New Teacher Program with weekly new teacher mentoring sessions to provide additional support related to academic, culture, climate, and processes to build teacher's capacity and specialized professional development and monthly collaboration meeting.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson	05/22/2026		
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** **Implementation** Intervention and Enrichment classes based on individual student data	**[A 1.3.1] Provide supplies, materials and academic programs to increase student performance** **Brief Description** Purchase/provide needed instructional supplies, materials, academic programs/software, and updated technology to increase student performance and support good first teaching.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator -	05/22/2026		

Daily tutoring and extended learning programs Monthly RTI2 Monitoring Reports Quarterly Report Card Student Failure Report **Effectiveness** •Students shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of students meeting or exceeding expectations on the Mock Assessments. •Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written), school-wide assessment, and district quarterly assessments. •Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady, Study Island, etc.). •Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery. •Quarterly review of grade reports for students to show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.).		Dorothy Williams Hudson			
	[A 1.3.2] Implement Response to Intervention **Brief Description** Utilize diagnostic tool (iReady) and other sources of data to identify students in bottom 10% in need of Tier II or Tier III intervention, provide computer-based and small group instruction based on skill deficits recommended, and offer foundational literacy support to targeted students.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard,	05/22/2026		

		Technology Coordinator - Dorothy Williams Hudson, Linda Davis - Interventionist			
	[A 1.3.3] Address Learning Gap **Brief Description** Provide additional learning opportunities through Extended Learning Programs (after-school tutoring, Saturday School, Tiger Tutorial Time, Zeros aren't Permitted (ZAP), Homework Center, Summer Enhancement Program, etc) for students at-risk of failing based on data from progress reports, report cards, progress monitoring, and teacher recommendations.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson	05/22/2026		
	[A 1.3.4] Provide Parental Support **Brief Description** Develop and conduct school- based parent center programs, trainings, and meetings that are aligned with the academic needs of the students in order to increase the parent's ability to support the child's academic achievement.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson,	05/22/2026		

		Family Specialists			

[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
By May 2026, Havenview Middle School students will improve **Mathematics **Met and Exceeding percentages in grades 6-8 from **7.4%** in 2023-2024 to **15%**.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady Assessment

School Level Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Implementation** •Formative Assessments - Quarterly •Classroom debriefing and protocol document - Weekly •Lesson Plans - Weekly	**[A 2.1.1] Support rigorous learning environments for all students.** **Brief Description** Provide supplies, materials, equipment, software (IXL, ABC TCAP Succes Books, Learning Upgrade, MobiMax, KhanAcademy, DiscoveryEd, Measuring Up Books, and support for teachers and students in order promote effective classroom environment and instruction conducive to successful student outcome. Strengthening technology-infusion through the use of All-in-Learning Clickers (with nightly sync with SIS) in all core classes for instant assessment feedback, access to student computers, and classroom computers' station for effective implementation of research-based instruction. Plus, maintain a computer lab for each grade level for additional intervention and assessments. Ensure	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson	05/22/2026		

•Teacher evaluation (TEM) scores and reports-quarterly •Data Tracker Reports - Quarterly **Effectiveness** •Students shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of student meeting or exceeding expectations on the Mock Assessment. •Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. •Weekly classroom observations using the Classroom Walkthrough Protocol and Debriefing to indicate that at least 80% of core content area teachers bi-weekly demonstrate the ability to effectively implement the identified instructional shifts outlined in the TEM rubric and gauge the implementation of standards-aligned instruction. •Weekly Lesson Plans should be at minimum 80% aligned to a grade-level standard and district instructional practices submitted with 100% participation. •Students should increase growth have at least 40% of growth and/or improved placement on intervention programs (IReady, IXL, etc.)	proper and consistent utilization of One-to-One Device and school laptops for learning and assessments. Provide 6th, 7th, and 8th Math students with the opportunity to improve academically by gaining insight and deep understanding through field trips experiences as it relates to mathematics concepts and careers and in alignment with Math standards and/or performance practices. Implement specialized intervention programs for students on select weekends, non-instructional days, and/or during the summer to increase student academic readiness and enrichment.				
	[A 2.1.2] Use of common formative assessments and data trackers to continuously measure student progress. **Brief Description** Grade level/content specific common formative assessments (quarterly) and collaboratively	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and	05/08/2026		

	created teacher biweekly common assessments that aligned with TN State Standards. Use of Data Trackers by teachers and students to monitor academic progress towards meeting/exceeding school and individual students' measurable goals. The teacher will analyze multiple data sources, use the results to provide timely feedback to share with students and parents, implement reteaching strategies, and incorporate needed interventions. The students will also document their own progress on assessments plus setting individual goals/target via Student Data Tracker. Utilize high quality assessment / intervention software that supports curricula, and can effectively track and evaluate student progress, generate detailed reports, and provide data-driven insights to inform instructional decisions in all Reading/Language Arts classes and Social Studies classes. Plus, increase access to technology for assessments and intervention in existing computer labs. (IXL, All-in Learning, Pear Assessment, ScanningPens, etc.)	Dr. Viola Perry, Title I PLC Coach/BTC - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson			
	[A 2.1.3] Conduct weekly classroom observation and feedback **Brief Description** Utilize formal (TEM rubric) and informal observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and that evidenced based strategies are used to address varying student needs. Plus, the opportunity for Peer Observations of within and outside the school.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson	05/22/2026		

	[A 2.1.4] Access to Rigorous Curriculum **Brief Description** Provide a curricula framework for teachers with curriculum maps, Interpretation and Resource Guide, and Math Prescriptions that outline procedural/conceptual knowledge and skills needed to master Mathematics TN State Standards Incorporate Cross-curriculum instructional concepts with support from non-Math content especially Science and other STEAM based class in order to bring a deep meaning of mathematics.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson	05/22/2026		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** **Implementation** Formative Assessments - Quarterly Classroom Walk-Through Protocol and debriefing document - Weekly Lesson Plans - Weekly Teacher evaluation (TEM) scores and reports-quarterly **Effectiveness** * School-based PLCs will be conducted weekly at	**[A 2.2.1] Support provided by Instructional Coaches** **Brief Description** Use district Mathematics Instructional Coach, school-based Professional Learning Communities Coach, Instructional Facilitator, and new teacher mentors to provide direct support to targeted teachers to improve mathematical instructional practices in classrooms. Use an assistant principal to provide shared learning, purpose, action and responsibility to supplement instructional leadership due to the decline in school's Success Rate in math. Additional Educational Assistant to help with interventions especially for at-risk students and collection/analysis of data.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard	05/22/2026		

100% attendance to ensure all teachers are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively receiving the latest information. * Collaborative planning will be embedded daily in the instructional day for effective instructional planning for each content area by grade level. In addition, a weekly collaborative planning session will be scheduled to allow instructional coaches/support to provide feedback and guidance. Content meetings will also occur monthly to ensure vertical and school-wide alignment and implementation. * Monthly school-based PD sessions with 90% attendance rate and district PD opportunities with at least 80% rate in order to provide targeted training for teachers that should result in more effective daily instructional practices that should be observed during weekly observations. Additional PD sessions will be implemented as needed based on observations and feedback. * Weekly informal observations will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Quarterly review of TEM Observation data will be conducted with 100% feedback (written or verbal). Teachers scoring Level 1 or Level 2 in any domain will increase to Level 3 or at least improve by one level in that domain. * Monitoring biannually or annually Teacher effectiveness School Climate Survey, Teacher Retention, PLZ Surveys, Informal and Formal Observations, and New Teacher Mentor Program's Survey, Feedback, and Documentation.					

* Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written) and schoolwide/district assessments. * Students shall increase growth to at least 40% of growth and/or improved placement on intervention programs (IReady, IXL, etc.)					
	[A 2.2.2] Conduct Observations/Learning Walks **Brief Description** Learning walks and observations (formal, informal, peer, mentors, …) to reflect on what was observed in order to provide feedback and strategies to improve instruction.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard	05/22/2026		
	[A 2.2.3] Provide instructional support **Brief Description** The district coaches, site-based content lead, PLC coach, and administrative content leads will provide content coaching and in class support for teachers as needed as well as facilitate PD and PLCs when indicated for teachers throughout the year. Plus, provide support during collaborative planning and help sessions.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard	05/22/2026		
	[A 2.2.4] Offer Professional Develop Opportunities **Brief Description** Professional development opportunities/conferences facilitated by the school, district, state, region and/or national that addresses, but not limited to, TN Subject area	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry,	05/22/2026		

	Standards, cross-curriculum core support subjects (Science and STEAM), building teacher capacity, strengthen content-area effectiveness, software usage, technology-infusion, All-In-One Learning, Gradual Release, classroom management, and other topics, instructional practices, and/or research-based strategies suggested by Professional Development, Professional Learning Communities, Coaching/Mentoring surveys and observations. These will be offered to all regular education, SPED teachers, and support instructional staff to incorporate best practices in Math instruction.	Title I PLC Coach - Calandra Jones-Howard			
	[A 2.2.5] Provide targeted learning opportunities for new teachers. **Brief Description** Weekly new teacher mentoring sessions to provide additional support related to academic, culture, climate, and processes to build teacher's capacity and specialized professional development.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard	05/22/2026		
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** **Implementation** •Intervention and Enrichment daily schedule	**[A 2.3.1] Provide supplies, materials and academic programs to increase student performance** **Brief Description** Purchase/provide needed instructional supplies, materials, academic programs/software, and updated technology to increase student performance and support good first teaching.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy	05/22/2026		

•Daily tutoring and extended learning programs •Quarterly RTI2 Monitoring Reports •Quarterly Report Card Failure Report **Effectiveness** • Students shall perform at 70% or above OR have at least 5% increase on common formative assessments resulting in at least 35% of students meeting or exceeding expectations on the Mock Assessment. • Students shall perform at 70% or above OR have at least 5% increase on Teacher-created assessments (online, verbal, or written), school-wide assessment, and district quarterly assessments. • Students shall increase to at least 40% of typical growth and/or improved placement on intervention programs (IReady). • Weekly monitoring of student's personalized action plan lessons with 70% or higher mastery. • Weekly review of data reports should be implemented with 100% fidelity and students' performance shall be 70% or above OR have at least 5% percent growth otherwise at least one additional intervention shall be implemented. • Quarterly review of grade reports for students to show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.).		Williams Hudson			
	[A 2.3.2] Implement Response to Intervention **Brief Description** Utilize diagnostic tool (iReady) and other sources of data to identify students in bottom 10% in need	Principal - Darla Young-Berry, Assistant Principals -	05/22/2026		

	of Tier II or Tier III intervention, provide computer-based and small group instruction based on skill deficits recommended, and offer foundational literacy support to targeted students.	Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson			
	[A 2.3.3] Address Learning Gap **Brief Description** Provide additional learning opportunities through Extended Programs (after-school tutoring, Saturday School, Tiger Tutorial Time, Zeros aren't Permitted, Homework Center, Summer Enhancement Program, etc) for students at-risk of failing based on data from progress reports, report cards, progress monitoring, and teacher recommendations.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra Jones-Howard, Technology Coordinator - Dorothy Williams Hudson	05/22/2026		
	[A 2.3.4] Provide Parental Support **Brief Description** Develop and conduct school-based parent center programs, trainings, and meetings that are aligned with the academic needs of the students in order to increase the parent's ability to support the child's academic achievement.	Principal - Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Viola Perry, Title I PLC Coach - Calandra	05/22/2026		

		Jones-Howard, Math Teachers			

[G 3] College and Career Readiness
By Spring 2026, through increase exposure to early post-secondary educational possibilities and career fields especially related to STEAM, we will continue our supportive system to improve on students' ability to gain technology certifications, learn career skiils, and build leadership opportunities that will prepare them for the transition from middle school to high school and later high-school to college and/or careers.

Performance Measure
By May 2026, the percentage of students ready for promotion will increase and there shall be a reduction in the percentage of chronically absent students from 14.6% in 2023-2024 to 10% in 2026, and discipline percentage of 11.4% in 2023-2024 to 8% in 2026.

These performance measures will be monitored by the following:

* Early Post Secondary preparatory opportunities
* Pre-ACT composite scores
* Earnings of Microsoft Certifications via STEAM
* Report Card Grades
* Promotion Rate

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Effective Transitions (Middle to High School to Post-Secondary) ****Provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements. **Benchmark Indicator** **Implementation** Per Semester review of parent and student evaluation survey data Review 4-year student academic and transition plans per semester Review student Individualized Plans per quarter Monthly monitor student behavior plans and data	**[A 3.1.1] Attendance and Behavior Interventions and Supports** **Brief Description** Havenview Middle will implement the RTI²-B plan to consistently address behavior and attendance concerns. Staff will use positive behavior strategies, follow the school's PBIS and progressive discipline plan, and document interventions daily. Every 20 days, cross-functional teams (Data, RTI²-B, ILT) will review student behavior and attendance data to identify at-risk students. Grade-level teams (teachers, administrators, counselors) will contact parents for each absence. Provide alternative interventions that address causes of tardiness and absenteeism by offering in-school alternatives to	Counselors - Myesha James, Shaudra Gatewood, and Teresa Tate; Dean of Students - Donald Jackson, Attendance Secretary - J. Harris, Principal Darla Young-Berry, Assistant Principals - Kevin	05/22/2026		

trackers **Effectiveness** Effectiveness •Student discipline reports and attendance/suspension data will be monitored each 20-day reports with 100% fidelity to ensure at least a 10% continuous improvement. •Monitor students weekly to reduce truancy by 5% within these students and ensure 100% compliance of program initiatives. •Weekly monitoring of student's personalized behavioral action plans to reduce behavioral incidents and/or need for referrals to the Reset Room or ISS by 25% monthly or by specified individual goals. •Decrease the number of classroom teacher referrals to counselors or administrator by 25%. •Academic tutoring and safety net programs should impact student growth for those participating in structured interventions on an average of 20–30% greater growth on benchmark assessments compared to peers not receiving support.	suspension and targeted support such as Reset Room and In-school Suspension.	Chatman and Dr. Perry			
	[A 3.1.2] Academic Interventions and Safenets **Brief Description:** To accelerate student achievement and address learning gaps, the school is implementing structured academic safety nets and targeted tutoring supports. These interventions are designed to provide timely, personalized instruction to students who are performing below grade level or at risk of not meeting proficiency standards in core academic areas.	Principal: Darla Young-Berry Assistant Principals: Kevin Chatman and Dr. Viola Perry, PLCC Jones-Howard, Guidancece Counselors: Myesha James,	05/22/2025		

		Shaudra Gatewood, and Teresa Tate,			
	[A 3.1.3] Mentoring and Networking Program **Brief Description** Connect with adopters, community partners, and other agencies, along with faculty/staff, to as mentor to at-risk students plus allow positive networking opportunities for parents and students.	Counselors - Myesha James, Shaudra Gatewood, and Teresa Tate; Family Engagement Specialists, Dean of Students - Donald Jackson, Principal Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Perry	05/22/2026		
	[A 3.1.4] Implement Innovative Houses System (Teams/Clubs) **Brief Description** The Havenview House System mirrors that of the Ron Clark Academy. It is a innovative way to create a positive school climate. Each house provides students with the opportunity to celebrate their efforts, build character, empower academic success, gain school spirit, enhance relationships, and promote an inclusive culture. Each house has guidelines that make each unique. Faculty and Staff members are assigned to a designated house. Then the additional team members are assigned including a lead student. The other students will be added to the various Houses. Each has its own unique name, crest, and	House/Club Lead Teachers, Principal Darla Young-Berry, Assistant Principals - Kevin Chatman and Dr. Perry, and other designed staff	05/01/2026		

	specialized activities that will be implemented. But the Houses support each other and initiatives and help build student connections and confidence supporting the concept of building the whole child. Houses will meet at least monthly.				
	[A 3.1.5] Targeted Training and Professional Development for Stakeholders **Brief Description** Provide training sessions (in-person and virtual) all stakeholders that focus on ways to address student discipline, attendance, chronic absenteeism, social and emotional support. There will also be training that educates parents of instructional strategies, lessons, and supportive information for at-home learning. Furthermore, professional development for teachers focuses on building relationships with parents as partners in their child's education. For our students, activities and events focused on leadership skills, technology certifications, career and college preparation. * Training sessions for Parents to support student academics at home. * Targeted learning opportunities for new teachers: Weekly new teacher mentoring sessions to provide additional support related to academic, culture, climate, and processes to build teacher's capacity and specialized professional development in order to ensure safe and healthy environments within the classroom. * Professional development opportunities/conferences (in-town and out-of-town) and Professional Learning Communities for faculty are held weekly to support teachers will classroom management, implement interventions, and build capacity for effective/quality instruction, which reduces negative behavior. Plus, new teacher programs, mentors, and coaches to assist new and struggling teachers.	Principal Darla Young-Berry, PLC Coach Calandra Jones-Howard	05/01/2026		