

Hamilton High Annual Plan (2025 - 2026)

Last Modified at Sep 11, 2025 01:19 PM CDT

[G 1] By spring 2026, Hamilton High School will increase ELA EOC proficiency scores for grades 9-12th from 5.4% in 2025 to 17.2% in 2026.

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.

Root Cause Analysis

Root Cause 1: There has been limited sustained professional development focused on implementing rigorous, scaffolded ELA instruction aligned to the standards.

Root Cause 2: Teachers have not received training on how to embed foundational skilled-building into grade level instruction.

Root Cause 3:

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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. Supporting Data ----- Spring 23-24 SY ELA EOC approaching scores</p>	<p>[A 1.1.1] Instructional Material, Supplies, Equipment and Resources Description ----- We will provide teachers and students with instructional materials, supplies, and/or equipment, as well as hire an Educational Assistant to support implementation of instructional programs, academic growth and achievement. Examples of instructional materials, supplies, and equipment to be purchased include paper, notebooks, pens/pencils, notepads, portable drives, books, laptops, carts, backpacks, desktops, tablets, interactive panels and mobile stands, folders, tape, post-it easel pads, and usb-c to hdmi cables.</p>	<p>Cicely Dunigan Brooks</p>	<p>05/22/2027</p>	<p>TAG 5.0 SSIG 3.0</p>	

<p>increased by 4.6% compared to the Spring 22-23 SY scores.</p> <p>Benchmark Indicator Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * School-wide Formative Assessments * Weekly classroom observation and debriefing form * Weekly lesson plan feedback data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Quarterly increase on ELA Common Formative Assessment on track and mastery to 70% or above * Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time, resulting in LOE scores of 3 or higher. * Weekly teachers are attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. 	<p>Digital Signage Board will be used to display student data throughout the building (PLCC space, parent resource center, etc.), as well as display parent and student communications regarding upcoming family engagement events.</p> <p>Instructional Backpacks will be used as an instructional supply to promote student learning and engagement in a safe and healthy learning environment.</p> <p>Laptops and Carts will be used to enhance student engagement and used for district and state assessments. Mobile stands will be used to mobilize smartboards to display teacher's lesson plan PowerPoints and enhance student engagement.</p> <p>\$16,300.00</p> <p>Plastic 2-Pocket Folders- \$25.49 X 15=\$382.35</p> <p>Double sided tape- \$16.91 X 8= \$135.28</p> <p>Post-It Easel Pads- \$82.10 X 10= \$821</p> <p>USB-C to Dual-HDMI- \$144.99 X 10= \$1449.90</p> <p>Shipping \$52.97</p> <p>Total: \$2,841.50</p> <p>Plastic 2-Pocket Folders- \$25.49 X 15=\$382.35</p> <p>Double sided tape- \$16.91 X 8= \$135.28</p> <p>Post-It Easel Pads- \$82.10 X 10= \$821.00</p>				
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Total: \$2,841.50

Instructional Supplies \$1,864.50 (pencils, paper, ink, notebooks, pens, sticky notes)

Tennessee end of course coach books for ELA, Math and Science

Algebra I (230 x \$28.25) \$6,497.50

Algebra II (230 x \$28.25)

Geometry (230 x \$28.25)

ELA I (230 x \$28.25)

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Science (200 x \$28.25)

Total: \$38,137.50

Graphing Calculators

\$83.69 x 140= \$11,716.60

Staedtler Xcellence Math Set

\$1.67 x 40= \$66.80

Total: \$51,785.40

Implementation

* School-wide Formative Assessments (fall, winter, and spring)

* Weekly classroom observations

* Weekly lesson plan feedback sessions

	<p>* Weekly Collaborative Planning Session *</p> <p>Effectiveness -----</p> <p>* Fall, Spring and Winter Increase on ELA School-wide Formative Assessment on track and mastery to 70% or above in 2025 * Weekly Principals will utilize the district protocol for hiring 100% of the time in order to align staff expertise with the school's needs and increase retention rates of Level 3-5 teachers to 80% or above in 2025. * Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during instructional time. * Weekly teachers attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.</p>				
	<p>[A 1.1.2] Instructional Support Advisors and Curriculum Coaches Description -----</p> <p>ISA and ICC will conduct learning walks and provide immediate feedback to teachers; design differentiated professional development and coaching plans for areas of need to ensure teachers are providing quality instruction daily to all students.</p> <p>Implementation -----</p> <p>* School-wide Formative Assessments (fall, winter, and spring) * Weekly classroom observations * Weekly lesson plan feedback sessions * Weekly Collaborative Planning Session *</p>	Cicely Dunigan Brooks	05/22/2026	TAG 5.0 TAG 6.0	

	<p>Effectiveness -----</p> <ul style="list-style-type: none"> * Fall, Spring and Winter Increase on ELA School-wide Formative Assessment on track and mastery to 70% or above in 2027 * Weekly Principals will utilize the district protocol for hiring 100% of the time in order to align staff expertise with the school's needs and increase retention rates of Level 3-5 teachers to 80% or above in 2027. * Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during instructional time. * Weekly teachers attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. <p>\$150,000.00</p>				
	<p>[A 1.1.3] Kids First Tutoring Description -----</p> <p>Kids First High-Dosage Tutorials provide intensive, small-group academic support designed to accelerate student learning, increase proficiency, and increase teacher capacity. Delivered by highly trained educators, tutoring services are tailored to meet the individual needs of each student, ensuring focused, data-driven instruction that drives measurable growth.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * School-wide Formative Assessments (fall, winter, 	<p>Cicely Dunigan Brooks; Blanchard Diavua</p>	<p>05/21/2027</p>	<p>TAG 5.0 TAG 6.0</p>	

	<p>and spring)</p> <ul style="list-style-type: none"> * Weekly classroom observations * Weekly lesson plan feedback sessions * Weekly Collaborative Planning Session <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Fall, Spring and Winter Increase on ELA School-wide Formative Assessment on track and mastery to 70% or above in 2027. * Weekly Principals will utilize the district protocol for hiring 100% of the time in order to align staff expertise with the school's needs and increase retention rates of Level 3-5 teachers to 80% or above in 2027. * Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during instructional time. * Weekly teachers attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. <p>Kids First Tutoring will provide high dosage tutoring in ELA and Math 13 days for students throughout the 2025-2026 school year. \$98,000.00</p>				
	<p>[A 1.1.4] Education Assistants</p> <p>Description:</p> <p>Performs specialized work to assist the teacher in the achievement of teaching objectives while working with individual students, or small groups, for the improvement of skills and for increase in student learning. The position is responsible for</p>	<p>Nancy Harrison Blanchard Diavua</p>	<p>05/22/2027</p>	<p>SSIG 3.0</p>	

	<p>working with students to reinforce the learning of skills introduced by the teacher; guiding independent study, enrichment work, and remedial work designed and assigned by the teacher; and helping maintain a well-organized, smoothly functioning learning environment in which students can benefit fully from the program of instruction and available resources. This position works under direct supervision according to set procedures.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Weekly classroom observations * Weekly lesson plan feedback sessions <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * Fall, Spring, and Winter School-wide Formative Assessment on track and mastery to 70% or above in 2027. * Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time. * Weekly teachers are attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. <p>\$70,000.00</p>				
<p>[S 1.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale</p> <p>-----</p>	<p>[A 1.2.1] Professional Learning Communities</p> <p>Description</p> <p>-----</p> <p>Weekly PLC meetings are held during common planning time. Teachers are provided quality</p>	<p>Cicely Dunigan Brooks</p>	<p>05/22/2026</p>		

<p>Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.</p> <p>Supporting Data -----</p> <p>Spring 23-24 SY ELA EOC approaching scores increased by 4.6% compared to the Spring 22-23 SY scores.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * School-wide Formative Assessments (fall, winter, and spring) * Weekly classroom observations debriefing form * Weekly lesson plan feedback sessions * Coaching Logs (Weekly) * PLC Meeting Agendas (Weekly) <p>Effectiveness -----</p> <ul style="list-style-type: none"> * At least a 6% increase in the percentage of students meeting or exceeding expectations on each Math CFA * At least a 5.2% increase in the percentage of students meeting or exceeding expectations on each ELA CFA. * Weekly coaching will result in at least 80% of teachers observed will meet or exceed the 	<p>professional training from school, and District staff that will leverage their pedagogy and implementation of best practices to help students' comprehension and performance levels increase.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * School-wide Formative Assessments (fall, winter, and spring) * Weekly classroom observations * Weekly lesson plan feedback sessions <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Fall, Spring, and Winter school-wide Formative Assessment on track and mastery to 70% or above in 2026. * Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time. * Weekly teachers are attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. 				
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<p>expectations of implementing the gradual release model, per the instructional practices classroom walkthrough tool.</p> <p>* Weekly teachers are attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.</p> <p>* Weekly at least 80% of teachers observed will meet or exceed the expectations of implementing the gradual release model, per the instructional practices classroom walkthrough tool.</p>					
	<p>[A 1.2.2] New Teacher Mentors/Bonuses Description -----</p> <p>Teachers with 0-1 year of experience are assigned a mentor to collaborate with as needed and/or required by school leaders. The mentor provides professional learning in classroom management, pedagogy, and overall expectations to support the new teachers in areas of opportunities or specified from school admin.</p> <p>ELA teachers will receive specific support in classroom management and delivering research-based instructional practices.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * School-wide Common Formative Assessments (fall, winter, and spring) * Bi-weekly Observation feedback via Classroom Walkthrough Tool * Weekly lesson plans (weekly) * Stipend Pay Sheets (Weekly) <p>Effectiveness -----</p>	Cicely Dunigan Brooks	05/22/2026	SSIG 2.0	

	<p>* At least a 6% increase in the percentage of students meeting or exceeding expectations on each ELA CFA.</p> <p>* At least a 5.2% increase in the percentage of students meeting or exceeding expectations on each Math CFA.</p> <p>* At least 80% of teachers observed will meet or exceed the expectations of implementing the gradual release model, per the instructional practices classroom walkthrough tool bi-weekly</p> <p>* Teachers will attend weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.</p> <p>3 mentor teachers will be paid a stipend of \$500/per semester = \$3000</p> <p>(\$500/semester x 3 teachers x 2 semesters) = \$3000.00</p> <p>Plus benefits:</p> <p>\$501.00 (\$186.00 Social Security + \$271.00 Retirement + \$44.00 Medicare)</p> <p>TOTAL: \$3,501</p> <p>Bonuses:</p> <p>Returning Teachers and Instructional Facilitators</p> <p>Teachers- Level 4/5-\$1500</p> <p>Instructional Facilitators 4/5- \$3,000.00</p> <p>Implementation</p> <p>-----</p>				
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	<p>[A 1.2.3] Attend local, state, and national conferences</p> <p>Description</p> <p>-----</p> <p>*Hamilton High School will attend in-state and out of state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher</p>	Cicely Dunigan Brooks	05/22/2026	SSIG 2.0	

	<p>effectiveness to meet Math foal. Attending staff will train Math faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.*</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly classroom Informal Walkthrough using Walkthrough Protocol * Quarterly New teacher professional learning supports * Quarterly district and school level PD sessions * Weekly Lesson Plan Monitoring Sessions <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Fall, Winter and Spring increase on Math School-wide Formative Assessment on track and mastery to 70% or above in 2026 * Quarterly New teachers will attend support related sessions 95% of the time * Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time from ILT * Coaching will result in at least 80% of teachers observed will meet or exceed the expectations of implementing the gradual release model, per the instructional practices classroom walkthrough tool bi-weekly. * Teachers are attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. 				
<p>[S 1.3] Provide additional support for students who are failing to make academic progress Rationale -----</p> <p>* *Provide academic interventions, personalized</p>	<p>[A 1.3.1] Target Intervention and Personalized Learning Description -----</p> <p>Added support will be provided weekly and bi-</p>	Cicely Dunigan Brooks	05/22/2026	TAG 5.0	

<p>learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data -----</p> <p>*End of Course Assessment-In 2023-24SY, 27.9% of intervention tier 3 students scored met expectations compared to 7.9% in the previous year.*</p> <p>Benchmark Indicator Benchmark Indicator Implementation -----</p> <p>* Quarterly RTI differentiated training PD sessions and sign in sheets * Monthly data team meetings agendas and sign in sheets * Bi-Quarterly review of grade reports for at-risk or identified students * School-wide Formative Assessments (Quarterly) * Classroom Observations (Weekly)</p> <p>Effectiveness -----</p> <p>* Quarterly increase on ELA school-wide formative assessment for identified at-risk students on track and mastery to 45% or above by spring assessment * Monthly Data team meetings show 100% participation from stakeholders to include TOR, SPED Advisor, grade level counselor, parent, etc. * Bi-weekly Grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc) * At least a 6% increase in the percentage of students meeting or exceeding expectations on</p>	<p>weekly for Tier 2 and tier 3 intervention through Edgenuity that will focus on areas of deficit that have been identified and supported by the program, student work, and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap. Progress Learning will be implemented to help increase Formative Assessments and EOC data.</p> <p>Implementation -----</p> <p>* Quarterly RTI differentiated training PD sessions and sign in sheets * Monthly data team meetings agendas and sign in sheets * Bi-Quarterly review of grade reports for at-risk or identified students</p> <p>Effectiveness -----</p> <p>* Quarterly increase on ELA School-wide Formative Assessment for identified at-risk students on track and mastery to 45% or above by spring assessment * Monthly Data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Bi-weekly Grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc) **Software Purchase-Progress Learning ELA and Math**</p> <p>** (590 student site licenses at \$22.50 each; 590 x \$22.50 = \$13,275)** **90 students)= \$13,440 (Professional Development for teachers is included)**</p>				
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<p>each quarterly ELA CFA. * At least 80% of teachers observed weekly will meet or exceed the expectations of implementing the gradual release model</p>	<p>Purchase of study island software = \$19.20 (Subscription fee/student x 700 students)= \$13,440 (Professional Development for teachers is included) ----- ----- -----</p>				
	<p>[A 1.3.2] Implement extended learning program Description -----</p> <p>Hamilton High School will provide an afterschool and Saturday Extended Learning Tutoring Program, using the Study Island program. The programs provided added support weekly and bi-weekly for Tier 2 and Tier 3 intervention that will focus on areas of deficit that have been identified and supported by the program, student work , and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap.</p> <p>Alignment to Need:</p> <p>Target Intervention and Personalized Learning:</p> <p>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>Implementation -----</p> <p>* Weekly review of grade reports for students * RTI differentiated training PD sessions documentation (Quarterly)</p>	Cicely Dunigan Brooks	05/22/2026	SSIG 2.0	

	<p>* Progress monitoring data reports with a focus on deficit areas (Monthly) Effectiveness -----</p> <p>* Quarterly RTI PD sessions will reflect 100% of intervention teachers implementing intervention plans with fidelity and will result in students scoring 75 or higher on assignments. * At least 50% of students will score 70% or above on weekly assessments in ELA. * Monthly progress monitoring data will reflect students increasing by 2-3 data points.</p> <p>Expenses:</p> <p>Purchase of study island software = \$19.20 (Subscription fee/student x 700 students)= \$13,440 (Professional Development for teachers is included)</p> <p>Paper-Cost of paper/box \$51.53 x 39 boxes= \$2,009.67</p> <p>Printer Cartridges - \$52.40/cartridge x 56 cartridges = \$2,934.40</p> <p>Sub Total-\$4,944.07</p> <p>TOTAL: \$18,384.07 -----</p>				
	<p>[A 1.3.3] Peer Power Tutoring Description -----</p> <p>*Peer Power Foundation will add support to students in grades 9th-12th that focus in ELA and</p>	Cicely Dunigan Brooks	05/22/2027	TAG 5.0 SSIG 3.0	

	<p>Math. Peer Power Foundation will also *provide youth with high-quality, life-enhancing tutoring and mentoring services that ensure personal, partner, and provider success.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-Quarterly review of grade reports for at-risk or identified students * School-wide Formative Assessments (Quarterly) * Classroom Observations (Weekly) <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc) * At least a 6% increase in the percentage of students meeting or exceeding expectations on each quarterly ELA CFA. * At least 80% of teachers observed weekly will meet or exceed the expectations of implementing the gradual release model <p>\$200,000.00</p> <p>###</p>				
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[G 2] By spring 2026, Hamilton High School will increase Math EOC proficiency scores for grades 9-12th from 1.3% in 2025 to 13.6% in 2026.

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.

Root Cause Analysis

Root Cause 1: There has been professional development focused on identifying and addressing foundational skill gaps during Tier 1 instruction.

Root Cause 2: The school has not provided sustained professional development or coaching specifically focused on differentiation in Math.

Root Cause 3:

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] 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.</p> <p>Supporting Data ----- Spring 23-24 Math EOC approaching scores increased by 38.5% compared to the Spring 22-23 SY scores.</p> <p>Benchmark Indicator Benchmark Indicator Implementation ----- * Quarterly School-wide Formative Assessments * Weekly classroom observation and debriefing</p>	<p>[A 2.1.1] Targeted Intervention and Personalized Learning Description ----- Added support will be provided weekly and bi-weekly for Tier 2 and tier 3 intervention through Study Island that will focus on areas of deficit that have been identified and supported by the program, student work, and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap.</p> <p>Implementation ----- * Quarterly RTI differentiated training PD sessions and sign in sheets * Monthly data team meetings agendas and sign in sheets * Bi-Quarterly review of grade reports for at-risk or identified students</p> <p>Effectiveness -----</p>	<p>Cicely Dunigan Brooks</p>	<p>05/22/2026</p>		

<p>form</p> <p>* Weekly lesson plan feedback data</p> <p>Effectiveness -----</p> <p>* Quarterly increase on Math CFA on track and mastery to 70% or above.</p> <p>* Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time, resulting in LOE scores of 3 or higher.</p> <p>* Weekly teachers are attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.</p>	<p>* Quarterly increase on school-wide Formative Assessments for identified at-risk students on track and mastery to 45% or above by spring assessment</p> <p>* Monthly Data team meetings show 100% participation from stakeholders to include TOR, SPED Advisor, grade level counselor, parent, etc.</p> <p>* Bi-weekly Grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)</p>				
	<p>[A 2.1.2] Instructional Material, Supplies, Equipment and Resources</p> <p>Teachers and students will be provided with instructional materials, supplies, and/or equipment, as well as hire an Educational Assistant to support implementation of instructional programs, academic growth and achievement. Examples of instructional materials, supplies, and equipment to be purchased include paper, notebooks, pens/pencils, notepads, backpacks, portable drives, books, laptops, carts, desktops, tablets, printers, and interactive panels.</p> <p>Machine will be integrated into various hands-on projects, create 3D models, interactive lessons, problem-based learning projects, math manipulatives, and student Capstone projects.</p> <p>Digital Signage Board will be used to display student data throughout the building (PLCC space, parent resource center, etc.), as well as display parent and student communications regarding upcoming family engagement events.</p>	Cicely Dunigan Brooks	05/22/2026	SSIG 2.0 TAG 5.0	

Instructional Supplies \$1,864.50 (pencils, paper, ink, notebooks, pens, sticky notes)

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\$16,300.00

Implementation

* Weekly Classroom Observation Tool (MSCS's

	<p>Walkthrough Tool)</p> <ul style="list-style-type: none"> * Weekly lesson plan feedback sessions * Quarterly School-wide Formative Assessments samples * Weekly Collaborative Planning Sessions * Weekly review of Education Assistant support schedule <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Quarterly increase on Math School-wide Formative Assessment on track and mastery to 70% or above * Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during instructional time, resulting in LOE scores of 3 or higher. * Weekly teachers are attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. * Educational assistant schedule will reflect supporting Tier II ELA/math students that reflect an increase by 3 percentage points on quarterly formative assessments. 				
	<p>[A 2.1.3] Instructional Support Advisors and Curriculum Coaches Description -----</p> <p>ISA and ICC (Instructional Facilitator) will conduct learning walks and provide immediate feedback to teachers; design differentiated professional development and coaching plans for areas of need to ensure teachers are providing quality instruction daily to all students.</p> <p>Implementation -----</p>	Cicely Dunigan Brooks	05/22/2027	TAG 5.0 TAG 6.0	

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	<p>[A 2.1.4] Kids First Tutoring Description -----</p> <p>Kids First High-Dosage Tutorials provide intensive, small-group academic support designed to accelerate student learning, increase proficiency, and increase teacher capacity. Delivered by highly trained educators, tutoring services are tailored to meet the individual needs of each student, ensuring focused, data-driven instruction that drives measurable growth.</p>	Cicely Dunigan Brooks; Blanchard Diavua	05/21/2026	TAG 5.0 TAG 6.0	

	<p>Implementation -----</p> <ul style="list-style-type: none"> * School-wide Formative Assessments (fall, winter, and spring) * Weekly classroom observations * Weekly lesson plan feedback sessions * Weekly Collaborative Planning Session <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Fall, Spring and Winter Increase on Math School-wide Formative Assessment on track and mastery to 70% or above in 2027 * Weekly Principals will utilize the district protocol for hiring 100% of the time in order to align staff expertise with the school's needs and increase retention rates of Level 3-5 teachers to 80% or above in 2027. * Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during instructional time. * Weekly teachers attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. <p>\$98,000.00</p>				
	<p>[A 2.1.5] Education Assistants</p> <p>Description:</p> <p>Performs specialized work to assist the teacher in the achievement of teaching objectives while working with individual students, or small groups, for the improvement of skills and for increase in</p>	<p>Blanchard Diavua Nancy Harrison</p>	<p>05/22/2027</p>	<p>SSIG 3.0</p>	

	<p>student learning. The position is responsible for working with students to reinforce the learning of skills introduced by the teacher; guiding independent study, enrichment work, and remedial work designed and assigned by the teacher; and helping maintain a well-organized, smoothly functioning learning environment in which students can benefit fully from the program of instruction and available resources. This position works under direct supervision according to set procedures.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Weekly classroom observations * Weekly lesson plan feedback sessions <p>Effectiveness</p> <p>-----</p> <ul style="list-style-type: none"> * Fall, Spring, and Winter School-wide Formative Assessment on track and mastery to 70% or above in 2027. * Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time. * Weekly teachers are attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. <p>\$70,000.00</p>				
<p>[S 2.2] Create opportunities for staff collaboration focused on improving the quality</p>	<p>[A 2.2.1] Professional Learning Communities Description</p>	<p>Cicely Dunigan Brooks</p>	<p>05/22/2026</p>		

<p>of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.</p> <p>Supporting Data -----</p> <p>Spring 23-24 Math EOC approaching scores increased by 38.5% compared to the Spring 22-23 SY scores.</p> <p>Benchmark Indicator Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * School-wide Formative Assessments (fall, winter, and spring) * Weekly classroom observations * Weekly lesson plan feedback sessions * Coaching Logs (Weekly) * PLC Meeting Agendas (Weekly) <p>Effectiveness -----</p> <ul style="list-style-type: none"> * At least a 6% increase in the percentage of students meeting or exceeding expectations on each Math CFA * At least a 5.2% increase in the percentage of 	<p>-----</p> <p>Weekly PLC meetings are held during common planning time. Teachers are provided quality professional training from school, and District staff that will leverage their pedagogy and implementation of best practices to help students' comprehension and performance levels increase.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * School-wide Formative Assessments (fall, winter, and spring) * Weekly classroom observations * Weekly lesson plan feedback sessions <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Fall, Spring, and Winter School-wide Formative Assessment on track and mastery to 70% or above in 2025. * Weekly teachers will increase the implementation of the educational shifts and gradual release model by 80% within the classroom during teaching time. * Weekly teachers are attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. 				
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<p>students meeting or exceeding expectations on each ELA CFA.</p> <p>* At least 80% of teachers observed will meet or exceed the expectations of implementing the gradual release model, per the instructional practices classroom walkthrough tool bi-weekly</p> <p>* Weekly teachers are attending collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.</p> <p>* Weekly at least 80% of teachers observed will meet or exceed the expectations of implementing the gradual release model, per the instructional practices classroom walkthrough tool.</p>					
	<p>[A 2.2.2] New Teacher Mentors/Bonuses Description -----</p> <p>Teachers with 0-1 year of experience are assigned a mentor to collaborate with as needed and/or required by school leaders. The mentor provides professional learning in classroom management, pedagogy, and overall expectations to support the new teachers in areas of opportunities or specified from school admin.</p> <p>Math teachers will receive specific support in classroom management and delivering research-based instructional practices.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * School-wide Common Formative Assessments (fall, winter, and spring) * Bi-weekly observation feedback via Classroom Walkthrough Tool * Weekly lesson plans (weekly) * Stipend Pay Sheets (Weekly) 	<p>Cicely Dunigan Brooks</p>	<p>05/22/2027</p>	<p>SSIG 3.0</p>	

	<p>Effectiveness -----</p> <ul style="list-style-type: none"> * At least a 6% increase in the percentage of students meeting or exceeding expectations on each ELA CFA. * At least a 5.2% increase in the percentage of students meeting or exceeding expectations on each Math CFA. * At least 80% of teachers observed will meet or exceed the expectations of implementing the gradual release model, per the instructional practices classroom walkthrough tool bi-weekly. * Teachers will attend collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. <p>**Expenses-SSIG1.0**</p> <p>3 mentor teachers will be paid a stipend of \$500/per semester = \$3000</p> <p>(\$500/semester x 3 teachers x 2 semesters) = \$3000.00</p> <p>Plus benefits:</p> <p>\$501.00 (\$186.00 Social Security + \$271.00 Retirement + \$44.00 Medicare)</p> <p>TOTAL: \$3,501</p> <p>Returning Teachers and Instructional Facilitators will receive incentive bonuses for eligible individuals:</p> <p>Teachers- Level 4/5-\$1500</p> <p>Instructional Facilitators 4/5- \$3,000.00</p> <p>Implementation</p> <p>-----</p>				
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	<p>* School-wide Common Formative Assessments (fall, winter, and spring)</p> <p>* Bi-weely observation feedback via Classroom Walkthrough Tool</p> <p>* Weekly lesson plans (weekly)</p> <p>* Stipend Pay Sheets (Weekly)</p> <p>Effectiveness</p> <p>-----</p> <p>* At least a 6% increase in the percentage of students meeting or exceeding expectations on each ELA CFA.</p> <p>* At least a 5.2% increase in the percentage of students meeting or exceeding expectations on each Math CFA.</p> <p>* At least 80% of teachers observed will meet or exceed the expectations of implementing the gradual release model, per the instructional practices classroom walkthrough tool bi-weekly.</p> <p>* Teachers will attend collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.</p> <p>-----</p>				
	<p>[A 2.2.3] Attend local, state, and national conferences</p> <p>Description</p> <p>-----</p> <p>*Hamilton High School will attend in-state and out of state professional development sessions and educational conferences to gather information that improves and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet Math foal. Attending staff will</p>	Cicely Dunigan Brooks	05/22/2026	SSIG 2.0	

	<p>train Math faculty, and best practices will be shared during collaborative planning, data meetings, and PLC sessions weekly.*</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly classroom Informal Walkthrough using Walkthrough Protocol * Quarterly New teacher professional learning supports * Quarterly district and school level PD sessions * Weekly Lesson Plan Monitoring Sessions <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Fall, Winter and Spring increase on Math School-wide Formative Assessment on track and mastery to 70% or above in 2025 * Quarterly New teachers will attend support related sessions 95% of the time * Quarterly PD documentation will be reviewed as a follow-up level measure of support based on needs and strategies discussed 100% of the time from ILT * Coaching will result in at least 80% of teachers observed will meet or exceed the expectations of implementing the gradual release model, per the instructional practices classroom walkthrough tool bi-weekly. * Teachers are attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. 				
<p>[S 2.3] Provide additional support for students who are failing to make academic progress</p> <p>Rationale -----</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	<p>[A 2.3.1] Target Intervention and Personalized Learning</p> <p>Description -----</p> <p>Added support will be provided weekly and bi-weekly for Tier 2 and tier 3 intervention through</p>	<p>Cicely Dunigan Brooks</p>	<p>05/22/2026</p>	<p>SSIG 2.0</p>	

<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data -----</p> <p>*End of Course Assessment-In 2023-24SY, 27.9% of intervention tier 3 students scored met expectations compared to 7.9% in the previous year.*</p> <p>Benchmark Indicator Benchmark Indicator Benchmark Indicator Implementation -----</p> <p>* Quarterly RTI differentiated training PD sessions and sign in sheets * Monthly data team meetings agendas and sign in sheets * Bi-Quarterly review of grade reports for at-risk or identified students * School-wide Formative Assessments (Quarterly) * Classroom Observations (Weekly)</p> <p>Effectiveness -----</p> <p>* Quarterly increase on ELA Mastery Connect for identified at-risk students on track and mastery to 45% or above by spring assessment * Monthly Data team meetings show 100% participation from stakeholders to include TOR, SPED Advisor, grade level counselor, parent, etc. * Bi-weekly Grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc) * At least a 6% increase in the percentage of students meeting or exceeding expectations on each ELA CFA.</p>	<p>Edgenuity that will focus on areas of deficit that have been identified and supported by the program, student work, and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap. Progress Learning will be implemented to help increase Formative Assessments and EOC data.</p> <p>Implementation -----</p> <p>* Quarterly RTI differentiated training PD sessions and sign in sheets * Monthly data team meetings agendas and sign in sheets * Bi-Quarterly review of grade reports for at-risk or identified students</p> <p>Effectiveness -----</p> <p>* Quarterly increase on Math Formative Assessment for identified at-risk students on track and mastery to 45% or above by spring assessment * Monthly Data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. * Bi-weekly Grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)</p> <p>**Software Purchase-Progress Learning ELA and Math**</p> <p>** (590 student site licenses at \$22.50 each; 590 x \$22.50 = \$13,275)**</p>				
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<p>* At least a 5.2% increase in the percentage of students meeting or exceeding expectations on each Math CFA</p> <p>* At least 80% of teachers observed will meet or exceed the expectations of implementing the gradual release model weekly</p>					
	<p>[A 2.3.2] Implement extended learning program</p> <p>Description</p> <p>-----</p> <p>Hamilton High School will provide an afterschool and Saturday Extended Learning Tutoring Program, using the **Study Island program. The programs provided added support weekly and bi-weekly for Tier 2 and Tier 3 intervention that will focus on areas of deficit that have been identified and supported by the program, student work , and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap.**</p> <p>**Alignment to Need: **</p> <p>**Target Intervention and Personalized Learning: **</p> <p>**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>Implementation</p> <p>-----</p> <p>* Weekly review of grade reports for students</p> <p>* **RTI differentiated training PD sessions documentation (Quarterly)**</p> <p>* **Progress monitoring data reports with a focus on deficit areas (Monthly)**</p> <p>Effectiveness</p>	Cicely Dunigan Brooks	05/22/2026	SSIG 2.0	

	<p>-----</p> <p>* Quarterly RTI PD sessions will reflect 100% of intervention teachers implementing intervention plans with fidelity and will result in students scoring 75 or higher on assignments. **At least 50% of students will score 70% or above on weekly assessments in math.** * Monthly progress monitoring data will reflect students increasing by 2-3 data points.</p> <p>**Expenses:**</p> <p>**Purchase of study island software = \$19.20 (Subscription fee/student x 700 students)= \$13,440 (Professional Development for teachers is included) **</p> <p>**Paper-Cost of paper/box \$51.53 x 39 boxes= \$2,009.67**</p> <p>**Printer Cartridges - \$52.40/cartridge x 56 cartridges = \$2,934.40**</p> <p>**Sub Total-\$4,944.07**</p> <p>**TOTAL: \$18,384.07**</p> <p>-----</p>				
	<p>[A 2.3.3] Peer Power Tutoring Description -----</p> <p>*Peer Power Foundation will add support to students in grades 9th-12th that focus in ELA and</p>	Cicely Dunigan Brooks	05/22/2027	TAG 5.0 SSIG 3.0	

	<p>Math. Peer Power Foundation will also *provide youth with high-quality, life-enhancing tutoring and mentoring services that ensure personal, partner, and provider success.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-Quarterly review of grade reports for at-risk or identified students * School-wide Formative Assessments (Quarterly) * Classroom Observations (Weekly) <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc) * At least a 6% increase in the percentage of students meeting or exceeding expectations on each quarterly ELA CFA. * At least 80% of teachers observed weekly will meet or exceed the expectations of implementing the gradual release mode <p>\$200,000.00</p>				
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[G 3] By spring 2026, Hamilton High School will increase the percentage of students scoring 21 or higher on the ACT from 2.5% in 2024-2025 SY to 10% in 2025-2026 SY.
 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.

Root Cause Analysis

Root Cause 1: Teachers have not received specific training to align instruction with ACT benchmarks, question formats, and data use.

Root Cause 2: The schools lacks a proactive school-wide system to monitor student progress and coordinate timely academic and social emotional interventions.

Root Cause 3:

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] ACT Preparation Rationale -----</p> <p>*Students in grades 10th-12th will attend regular ACT Prep Courses focusing on test-taking skills, test pedagogy. and content knowledge. In addition, 11th and 12th grade students will be enrolled in ACT Prep Classes during the school day to increase their Math and ELA scores*</p> <p>Supporting Data -----</p> <p>* Ready Graduates Data-For the 2023-24SY, our Ready Graduate graduation status has increased from 32.3% in 2022-23 SY to 52%.</p> <p>Benchmark Indicator Implementation -----</p> <p>* *Quarterly review of student's report card data* * *Quarterly attendance roster reviews of ACT workshops* * *Quarterly assessment from online platform.*</p> <p>Effectiveness -----</p>	<p>[A 3.1.1] ACT Boot Camp Description -----</p> <p>*10th and 12th grade students will participate in ACT Boot Camps sessions to strengthen content comprehension of tested sub areas and improve on test taking skills that can support and enhance composite scores.*</p> <p>Implementation -----</p> <p>* *Quarterly review of student's report card data* * *Quarterly attendance roster reviews of ACT workshops* * *Quarterly assessment through online platform)*</p> <p>Effectiveness -----</p> <p>* *Increase ACT prep classes student grades/performance levels at or above 70% mastery in Winter 2025 and Spring 2026* * *ACT prep classes roster to support to support an average of 25-30 students enrolled each semester (Winter 2025 and Spring 2026)* * *Increase assessment scoring to 70% on track-mastery by end of each semester (Winter 2025 and Spring 2026)*</p>	<p>Nancy Harrison; Cicely Dunigan Brooks</p>	<p>05/22/2026</p>		

<p>* *Increase ACT prep classes student grades/performance levels at or above 70% mastery in Winter 2025 and Spring 2026*</p> <p>* *ACT prep classes roster to support to support an average of 25-30 students enrolled each semester (Winter 2025 and Spring 2026)*</p> <p>* *Increase assessment scoring to 70% on track-mastery by end of each semester (Winter 2025 and Spring 2026)*</p>					
<p>[S 3.2] Provide equitable access to early postsecondary opportunities: dual credit / dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), College Level Exam Program (CLEP), Cambridge International Examinations (CIE), industry certifications</p> <p>Rationale -----</p> <p>*Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.*</p> <p>*Professors from college/universities come during the school hours for students to participate in early post-secondary opportunities. Hamilton High School have sessions for 11th and 12th graders to discuss the benefits for enrolling/participating in Dual Enrollment. All students have the opportunity to sign-up.*</p> <p>Supporting Data -----</p>	<p>[A 3.2.1] College and Career Opportunities</p> <p>Description -----</p> <p>*Provide students with opportunities to visit college campuses and career fields to gain real-life experiences*</p> <p>Implementation -----</p> <p>* *Semester review of student career interest inventories*</p> <p>* *Quarterly monitor enrollment and courses selection for all students*</p> <p>Effectiveness -----</p> <p>* *Semester increase in the student interest with alignment of course offerings and selections by 50% alignment*</p> <p>* *Quarterly increase in the number of concentrators per CTE course band by 70%*</p>	<p>Cicely Dunigan Brooks</p>	<p>05/22/2026</p>		

* Cohort Graduation year 2025, 39% of students were ready graduates compared to 28% in previous cohort year.

* Ready Graduates Data-For the 2023-24SY, our Ready Graduate graduation status has increased from 32.3% in 2022-23 SY to 52%.

Benchmark Indicator

Benchmark Indicator Implementation

* *Semester review of student career interest inventories*

* *Quarterly monitor enrollment and courses selection for 8th and 9th grade students in CCTE courses*

* *Quarterly review of the Work-based Learning Program*

* Semester review of the number of Dual Enrollment courses offered per year

* Semester review of students enrolled in each Dual Enrollment course

* Quarter review of report card data of students in Dual Enrollment tutoring

Effectiveness

* *Semester Increase in the student interest with alignment of course offerings and selections by 50% alignment*

* *Quarterly Increase in the number of concentrators per CCTE course band by 70%*

* *Quarterly Increase in the number of students enrolled in WBL program and local businesses support by 50%*

* Semester increase in the number of Dual

<p>Enrollment offerings by 5% of current offerings based on the master schedule * Semester increase of 5% in the outcome of students taking Dual Enrollment offerings.</p>					
	<p>[A 3.2.2] Industry Certifications Description -----</p> <p>*Students in grades 9th-12th who score 70% and above will have the opportunity to earn career/technical certifications that are aligned with CCTE programs and career opportunities. We will partner with Progeny to help increase the number of students to receive industry certification.*</p> <p>Implementation</p> <p>* *Semester review of student career interest inventories*</p> <p>* *Quarterly monitor enrollment and courses selection for 8th and 9th grade students in CCTE courses*</p> <p>* *Quarterly review of the Work-based Learning Program*</p> <p>Effectiveness -----</p> <p>* *Semester increase in the student interest with alignment of course offerings and selections by 50% alignment*</p> <p>* *Semester increase in the number of concentrators per CCTE course band by 70%*</p> <p>* *Quarterly increase in the number of students enrolled in WBL program and local businesses support by 50%*</p>	<p>LaTanya Pratcher</p>	<p>05/22/2026</p>	<p>TAG 5.0</p>	

	<p>Progeny will provide ongoing hands on experiences to students in grades 11th-12th to help increase industry certification from 2025-2026 SY (TAG 5.0 Total 25,000).</p>				
	<p>[A 3.2.3] Increase Graduation Rate of Students with Disabilities Description -----</p> <p>*By the end of 2025, special education teachers will identify and utilize the SCS course codes manual appropriately to preview students' schedules in an effort to increase graduation rate by 15%.*</p> <p>Implementation -----</p> <p>* Semester review of parent and student evaluation survey data * Review 4-year student academic and transition plans per semester * Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans)</p> <p>Effectiveness -----</p> <p>* Semester Increase in parental support of students transition period (as identified) by at least 70% * Semester increase in the students that are on-track of reaching their post-secondary goals at a minimum of 70% * Semi- annually Increase in students that are on-track of reaching per their individualized educational plan at a minimum of 70%</p>	<p>LaTanya Pratcher</p>	<p>05/22/2026</p>		

	<p>[A 3.2.4] Dual Enrollment</p> <p>Description -----</p> <p>*Professors from college/universities come during the school hours for students to participate in early post-secondary opportunities. Hamilton High School have sessions for 11th and 12th graders to discuss the benefits for enrolling/participating in Dual Enrollment. All students have the opportunity to sign-up.*</p> <p>Implementation -----</p> <p>* Semester review of the number of Dual Enrollment courses offered per year * Semester review of students enrolled in each Dual Enrollment course</p> <p>Effectiveness -----</p> <p>* Semester increase in the number of Dual Enrollment offerings by 5% of current offerings based on the master schedule * Semester increase of 5% in the outcome of students taking Dual Enrollment offerings.</p>	LaTanya Pratcher	05/22/2026		
<p>[S 3.3] Work-Based Learning Opportunities Provide students with college and career planning</p>	<p>[A 3.3.1] Career Exploration and Workbased Learning</p>	LaTanya Pratcher	05/22/2026		

<p>opportunities in grades 9th-12th. Our school will assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.</p> <p>Supporting Data -----</p> <p>Enrollment in CCTE courses- In the 2023-24 SY 54 students completed the industry certification exams compared to 19 students in the previous year</p> <p>Benchmark Indicator Description -----</p> <p>*Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.*</p> <p>Implementation -----</p> <p>* *Semester review of student career interest inventories* * *Quarterly monitor enrollment and courses selection for 8th and 9th grade students in CCTE courses* * *Quarterly review of the Work-based Learning Program*</p>	<p>Description -----</p> <p>*Provide early opportunities for K-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.*</p> <p>Implementation -----</p> <p>* *Semester review of student career interest inventories* * *Quarterly monitor enrollment and courses selection for 8th and 9th grade students in CCTE courses* * *Quarterly review of the Work-based Learning Program*</p> <p>Effectiveness -----</p> <p>* *Semester increase in the student interest with alignment of course offerings and selectins by 50% alignment* * *Quarterly increase in the number of concentrators per CCTE course band by 70%* * *Quarterly increase in the number of students enrolled in WBL program and local businesses support by 50%*</p>				
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<p>Effectiveness -----</p> <p>* *Semester increase in the student interest with alignment of course offerings and selectins by 50% alignment*</p> <p>* *Quarterly increase in the number of concentrators per CCTE course band by 70%*</p> <p>* *Quarterly increase in the number of students enrolled in WBL program and local businesses support by 50%*</p>					
<p>[S 3.4] Effective Transitions to Middle to High School Post Secondary</p> <p>Rationale -----</p> <p>*Provide early opportunities for k-8 students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career expectations as well as opportunities for internships, apprenticeships, etc.*</p> <p>Supporting Data -----</p> <p>*On-track graduation cohort- 75% of Students in the 2027 cohort year are on track for graduation compared to the 2026 cohort students. *</p> <p>Benchmark Indicator Benchmark Indicator Implementation -----</p> <p>* *Semester review of student career interest inventories*</p> <p>* *Quarterly monitor enrollment and courses selection for 8th and 9th grade students in CCTE courses*</p> <p>* *Quarterly review of the Work-based Learning Program*</p>	<p>[A 3.4.1] Summer Bridge for 9th grade students</p> <p>Description -----</p> <p>Incoming 9th grade students will have an opportunity to meet their teachers and administration, change classes, and orientate to the high school experience.</p> <p>Implementation -----</p> <p>* Semester review of parent and student evaluation survey data</p> <p>* Review 4-year student academic and transition plans per semester</p> <p>* Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans)</p> <p>Effectiveness -----</p> <p>* Semester Increase parental support of students transition period (as identified) by at least 70%</p> <p>* Semester Increase in the students that are on-track of reaching their post-secondary goals at a</p>	<p>Cicely Dunigan Brooks</p>	<p>05/22/2026</p>		

<p>Effectiveness -----</p> <p>* *Semester Increase in the student interest with alignment of course offerings and selections by 50% alignment*</p> <p>* *Quarterly Increase in the number of concentrators per CCTE course band by 70%*</p> <p>* *Quarterly the number of students enrolled in WBL program and local businesses support by 50%*</p>	<p>minimum of 70%</p> <p>* Semi- annually Increase in the students that are on-track of reaching per their individualized educational plan at a minimum of 70%</p>				
	<p>[A 3.4.2] 9th Grade Academy</p> <p>Description -----</p> <p>*Incoming 9th grade students are a part of the 9th grade academy. Students are housed on the 1st floor and transition to classes as a group. Students wear and use academy gear (shirts, backpacks, notebooks, agendas).*</p> <p>Implementation -----</p> <p>* Semester review of parent and student evaluation survey data</p> <p>* Review 4-year student academic and transition plans per semester</p> <p>* Review semi-annually student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans)</p> <p>Effectiveness -----</p> <p>* Semester review Increase in parental support of</p>	<p>Andrew McFarland</p>	<p>05/22/2026</p>		

	students transition period (as identified) by at least 70% * Semester Increase in the students that are on-track of reaching their post-secondary goals at a minimum of 70% * Semi- annual Increase students that are on-track of reaching per their individualized educational plan at a minimum of 70%				
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[G 4] By Spring 2026, Hamilton High School will decrease the chronic absenteeism from 38.5% in 2024-25 SY to less than 20% in 2026.
 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.

Root Cause Analysis

Root Cause 1: Teachers have not been provided with adequate professional development on differentiated learning techniques to maintain students' interests.

Root Cause 2: Teachers have not been adequately trained in consistent behavior management

Root Cause 3:

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Provide support in developing a positive school culture and maintaining a school environment that is conducive to effective instruction Rationale ----- *Provide early opportunities for students in college and career planning by identifying interests and career expectations. Assist students in early high school grades with identifying interests and career	[A 4.1.1] Student Incentives Description ----- A system will be developed for providing incentives, such as minimal-cost certificates, plaques, ribbons, small trophies, or instructionally-related items to be used in the classroom (e.g. pens, pencils, notebooks, flash drives, literature), for good and improved attendance and behavior.	Cicely Dunigan Brooks	05/22/2026	SSIG 2.0	

<p>expectations as well as opportunities for internships, apprenticeships, etc.*</p> <p>Supporting Data -----</p> <p>The progressive discipline rate increased by 24.7% in the 2023-2024 SY compared to the previous year.</p> <p>Benchmark Indicator Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in * Bi-weekly SART and/or SARB meeting agenda and sign in * Quarterly monitoring of student intervention plans with specific supports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Chronically out of school rates will decrease by 5% or more * Weekly Improve attendance rates to 96.6% or more in 2025-26 SY * Quarterly Incremental increase of 2% on 20-day reports for attendance rates * Bi-weekly Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.) * Quarterly Student intervention plans will support 	<p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly attendance report * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Bi-weekly check-in parent meeting agendas and sign in sheets * Quarterly School Attendance Team Collaboration meeting agenda and sign in * Quarterly monitoring of student intervention plans with specific supports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Improve attendance rates to 96.6% or more in 2026 * Quarterly Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.) * Bi-weekly Chronically out of school rates will decrease by 5% or more in 2026 * Weekly Incremental increase of 2% on 20-day reports for attendance rates * Quarterly Student intervention plans that will support students in the area of greatest need 100% of the time <p>SSIG 2.0 : Incentives for having 95% attendance.</p> <p>300 trophies x \$10.00 = **3,000.00**</p>				
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students in the area of greatest need 100% of the time					
	<p>[A 4.1.2] Reset Room Description -----</p> <p>A room that is staffed with a behavior interventionist (Reset Personnel) , where students facing problems or conflicts are sent to get assistance from an adult to avoid other disciplinary actions.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Bi-weekly check-in parent meeting agendas and sign in sheets * Weekly attendance report * Quarterly monitoring of student intervention plans with specific supports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Chronically out of school rates decrease by 5% or more in 2026 * Bi-weekly Improve attendance rates to 96.6% or more in 2026 * Weekly Incremental increase of 2% on 20-day reports for attendance rates * Quarterly Student intervention plans that will support students in the area of greatest need 100% of the time 	Antwon Moore; Andrew McFarland	05/22/2026		
	<p>[A 4.1.3] SART Meetings and Intervention Plans Description -----</p>	Free Bacchus	05/22/2026		

	<p>Flagged students will have their SART meetings, conducted and intervention plans developed within 3 days of being flagged.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in * Bi-weekly SART and/or SARB meeting agenda and sign in * Quarterly monitoring of student intervention plans with specific supports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Chronically out of school rates will decrease by 5% or more in 2025 * Weekly Improve attendance rates to 96.6% or more in 2025 * Quarterly Incremental increase of 2% on 20-day reports for attendance rates * Bi-weekly Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.) * Quarterly Student intervention plans will support students in the area of greatest need 100% of the time 				
	<p>[A 4.1.4] Mental Health Center Supports Description -----</p> <p>We are provided with school-based personnel that provides treatment and support for students who are struggling with behavioral and emotional challenges. Services include threat assessments,</p>	Blanchard Diavua	05/22/2026		

	<p>counseling, crisis intervention, alcohol and drug treatment, etc. The school has an assigned mental health social worker.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in * Bi-weekly SART and/or SARB meeting agenda and sign in * Quarterly monitoring of student intervention plans with specific supports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Chronically out of school rates will decrease by 5% or more in 2026 * Weekly Improve attendance rates to 96.6% or more in 2026 * Quarterly Incremental increase of 2% on 20-day reports for attendance rates * Bi-weekly Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.) * Quarterly Student intervention plans will support students in the area of greatest need 100% of the time 				
	<p>[A 4.1.5] Family and Community Engagement Training Description -----</p> <p>School staff will be trained by FACE Department on uniform processes to monitor students attendance and intervene immediately once students reach</p>	Tanya Jenkins	05/22/2026		

	<p>less than a 90% attendance rate.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in * Bi-weekly SART and/or SARB meeting agenda and sign in * Quarterly monitoring of student intervention plans with specific supports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Chronically out of school rates will decrease by 5% or more in 2026 * Weekly Improve attendance rates to 96.6% or more in 2026 * Quarterly Incremental increase of 2% on 20-day reports for attendance rates * Bi-weekly Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.) * Quarterly Student intervention plans will support students in the area of greatest need 100% of the time 				
<p>[S 4.2] Support students in overcoming barriers related to student attendance Positive school culture and climate promote a safe, nurturing environment and effective teaching and learning. Schools with a positive culture and climate support all students and staff's emotional, physical, mental, cognitive, and social development. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored,</p>	<p>[A 4.2.1] Attend local, state, and national conferences Description -----</p> <ul style="list-style-type: none"> *Hamilton High School staff will attend in-state and out of state professional development sessions to gather information that will improve and cultivate instructional practices that lead to higher student achievement and teacher effectiveness to meet 	Andrew McFarland	05/22/2026		

<p>and strategic support for all stakeholders.</p> <p>***Hamilton High School staff will attend in-state and out of state professional development sessions to gather information that will improve and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet AYP goal. Attending staff will train faculty, and best practices will be shared during collaborative planning, and data meetings.*</p> <p>Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look fors, and proficient reading levels of grade supported texts.</p> <p>Supporting Data -----</p> <p>The progressive discipline rate increased by 24.7% in the 2023-2024 SY compared to the previous year.</p> <p>Benchmark Indicator *Hamilton High School staff will attend in-state and out of state professional development sessions to gather information that will improve and cultivates instructional practices that lead to higher student achievement and teacher effectiveness to meet AYP goal. Attending staff will train faculty, and best practices will be shared during collaborative planning, and data meetings.*</p> <p>Implementation -----</p> <p>* Bi-weekly School Attendance Team meeting agendas and sign in sheets * Weekly attendance report</p>	<p>AYP goals. Attending staff will train faculty, and best practices will be shared during collaborative planning and data meetings.*</p> <p>Implementation -----</p> <p>* Bi-weekly SART and/or SARB meeting agenda and sign in * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in sheets * Quarterly monitoring of student intervention plans with specific supports * PD Registration invoices (annually)</p> <p>Effectiveness -----</p> <p>* Bi-weekly Chronically out of school rates will decrease by 5% or more in 2026 * Bi-weekly Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.) * Weekly Improve attendance rates to 96.6% or more in 2026 * Incremental increase in attendance rate of at least 2%.on 20-day reports * Quarterly Student intervention plans will support students in the area of greatest need 100% of the time</p>				
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<ul style="list-style-type: none"> * Quarterly School Attendance Team Collaboration meeting agenda and sign in sheets * 20-day Behavior Reports * Bi-weekly SART and/or SARB meeting agenda and sign in sheets * Quarterly monitoring of student intervention plans with specific supports * Professional Development Agenda and Sign-in sheets (each semester) * Invoices for Professional Development services (each semester) <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Chronically out of school rates will decrease by 5% or more * Weekly Improve attendance rates to 96.6% or more in 2026 * Incremental increase of 2% on 20-day reports for attendance rates * Incremental decrease of 2% on 20-day reports for behavior. * Bi-weekly Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.) * Quarterly Student intervention plans will support students in the area of greatest need 100% of the time. 					
	<p>[A 4.2.2] Campus Monitor Description -----</p> <p>Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p>	Andrew McFarland	05/22/2026		

	<p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in *20-day behavior reports * Bi-weekly SART and/or SARB meeting agenda and sign in * Quarterly monitoring of student intervention plans with specific supports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Chronically out of school rates will decrease by 5% or more * Weekly Improve attendance rates to 96.6% or more in 2026 * Incremental increase of 2% on 20-day reports for attendance rates *Incremental decrease of 2% on 20-day behavior reports * Bi-weekly Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.) * Quarterly Student intervention plans will support 				
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	students in the area of greatest need 100% of the time				
	<p>[A 4.2.3] Behavior Specialist Description -----</p> <p>Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in * Bi-weekly SART and/or SARB meeting agenda and sign in * Quarterly monitoring of student intervention plans with specific supports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Chronically out of school rates will decrease by 5% or more * Weekly Improve attendance rates to 96.6% or more in 2024 * Quarterly Incremental increase of 2% on 20-day reports for attendance rates * Bi-weekly Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.) * Quarterly Student intervention plans will support students in the area of greatest need 100% of the time 	Andrew McFarland	05/22/2026	TAG 5.0	

	Total = \$57,237.20 (TAG 5.0)				
	<p>[A 4.2.4] Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students</p> <p>Description -----</p> <p>Students will receive incentives for having 95% attendance rate in an effort to decrease school wide chronic absenteeism. To encourage and acknowledge students that attend school at 95% or higher per grading period.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-weekly School Attendance Team meeting agendas and sign in sheets * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign in sheets * Bi-weekly SART and/or SARB meeting agenda and sign in sheets * Quarterly monitoring of student intervention plans with specific supports <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Bi-weekly Chronically out of school rates will decrease by 5% or more in 2025 * Weekly Improve attendance rates to 96.6% or more in 2025 * Incremental attendance rate increases of at least 2% on 20-day reports. 	Free Bacchus	05/22/2026		

	<p>* Bi-weekly Sign-in sheets and agenda will monitor full stakeholder collaboration above 95% (teachers, parents, grade level counselors, advisors, etc.)</p> <p>* Quarterly Student intervention plans will support students in the area of greatest need 100% of the time</p>				
<p>[S 4.3] Engage students, families, and communities to support students in overcoming barriers to learning</p> <p>Rationale -----</p> <p>Though our PTSO, our school maintains a connection between parents and community to effectively bring all stakeholders together to better enrich our students with support and resources. Our community partners provide resources to our population of students who may not be able to provide daily personal hygiene items.</p> <p>Supporting Data -----</p> <p>* *Community partners/ adopters' report- In 2023-24 SY, there was 4 committed community partners compared to 1 committed community partner from the previous year.*</p> <p>Benchmark Indicator Benchmark Indicator -----</p> <p>* Quarterly review student attendance reports before and after community events * Quarterly review student discipline reports * Weekly Evidence of parent participation in decision-making * Monthly Conduct an annual adopter survey</p>	<p>[A 4.3.1] Parent and Community Engagement</p> <p>Description -----</p> <p>Though our PTSO, our school maintains a connection between parents and community to effectively bring all stakeholders together to better enrich our students with support and resources. Our community partners provide resources to our population of students who may not be able to provide daily personal hygiene items.</p> <p>Implementation -----</p> <p>* Quarterly review student attendance reports before and after community events * Quarterly review student discipline reports * Weekly Evidence of parent participation in decision-making * Monthly Conduct an annual adopter survey</p> <p>Effectiveness -----</p> <p>* Quarterly Increase in student daily attendance before and after at or above 50% * Quarterly Decrease in student discipline infractions by 10% after each event * Weekly Increase parental involvement and attendance by at least 25% from previous event * Monthly Positive feedback and suggestions at or above 85% of adopters completing the survey</p>	Tonya Jenkins	05/22/2026		

<p>Effectiveness -----</p> <ul style="list-style-type: none"> * Quarterly Increase in student daily attendance before and after at or above 50% * Quarterly Decrease in student discipline infractions by 10% after each event * Weekly Increase parental involvement and attendance by at least 25% from previous event * Monthly Positive feedback and suggestions at or above 85% of adopters completing the survey 					
	<p>[A 4.3.2] Community Support Fair Description -----</p> <p>This event will allow parents, community members, business owners, student/parent support organizations to collaborate in an open setting that provides parents with resources (professional and personal) that will assist them in becoming productive citizens and enhance their level of support for the school.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Quarterly review student attendance reports before and after community events * Quarterly review student discipline reports * Weekly Evidence of parent participation in decision-making * Monthly Conduct an annual adopter survey <p>Effectiveness -----</p> <ul style="list-style-type: none"> * Quarterly Increase in student daily attendance before and after at or above 50% 	<p>Tonya Jenkins; Cicely Dunigan Brooks</p>	<p>05/22/2026</p>		

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