Raleigh Egypt Middle School Annual Plan (2025 - 2026)

Last Modified at Sep 11, 2025 12:00 PM CDT

[G 1] Raleigh Egypt Middle School will improve the TCAP ELA rate on-track and mastery percentages from 10.4 % in SY2023-24 to 14.6% in SY2025-26.
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal
[G 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of standards aligned curricula Rationale --------- *Based on school assessment data, high quality Tier 1 instruction that meets the rigor of the standards is a high priority. Raleigh Egypt Middle will provide daily access to the district rigorous curriculum that will develop students' deep understanding of the content, provide quality Tier 1 instruction, tasks and assessments that are aligned with the State's academic content standards, and promote mastery of TN standards to ensure students are college and career ready.* Supporting Data ---------- According to SY2023-24 ELA TCAP Data, 10.1% of students met and exceeded compared to 8.8%	**[A 1.1.1] Support Rich Learning Environment for Students** Description ---------- *Provide a brief narrative of the proposed action step.* To support a rich learning environment for students, the purchasing and securing supplies, instructional materials (Tennessee TCAP Success Books) , equipment: HP Laptops, Promethean Boards, iPads, All in Learning assessment clickers, printers, instructional software, iReady, BrainPOP, Nearpod, etc. will be utilized to support and increase student mastery of instructional standards to improve student achievement and growth in ELA. Utilizing instructional equipment: Promethean Boards, laptops, All in Learning Assessment Clickers, and instructional software will benefit teachers with enhancing delivery of instruction and providing standard aligned tasks to build students	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/21/2026		

in SY2022-23. That was a 1.3% increase in the number of students met and exceeded on the ELA TCAP assessment. According to Spring 2025 iReady data, approximately 19.5% of all students are mid or above grade level in Reading. In comparison, in Spring of 2024, 13.8% of all students were mid or above grade level in Reading. Resulting in a 5.7% increase. There was also a 2.0% increase in the number of students early on grade level in Reading from Spring 2023-24 to Spring of 2024-25. **Benchmark Indicator** Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * Daily classroom observations using District Instructional Walkthrough Protocol * Monthly School-wide Common Assessments * Weekly Collaboration Planning Sessions (Agenda, sign-in, and minutes) * Bi-Weekly Data Meetings (DDI cycles) Effectiveness ---------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Increase the implementation of the educational shifts and gradual release of responsibility to learners by 95% within the classroom during Tier 1 instruction by Quarter 3. * Monthly School-Wide Common Assessment will	capacity around mastery of TN standards and provide teachers with real-time feedback to address academic gaps in ELA. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* * *Daily classroom observations using the District Instructional Walkthrough Protocol * * *School-wide common assessments Monthly* * *Weekly lesson plan review* * *Bi-Weekly Classroom walkthrough reports * Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * *Increase the implementation of the educational shifts and gradual release model by 95% within the classroom during teaching time by quarter 3.* * *Monthly School-wide Common Assessment will show an increase of ELA Mastery level of 20% of all students.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minute.*				

show an increase of ELA Mastery level of 20% of all students. * Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. * Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.					
	[A 1.1.2] Access to Rigorous Curriculum Description ---------- *Raleigh Egypt Middle School will provide teachers with district curriculum resources such as, curriculum guides, District Lesson planning/protocol, Standards Alignment toolbox, and PLC guides that outline modules for essential knowledge as well as skills and tasks aligned to TN stated standards. Curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.* *Implementation* ---------- *Identify the indicator(s) used to measure implementation of the action step.* * *Daily classroom observations using the District Walkthrough Protocol* * *Weekly lesson plan review* * *Bi-Weekly Classroom walkthrough reports * * *Weekly Collaborative Planning Session agenda, sign in, and minutes.* Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/21/2026		

	* *Increase the implementation of the educational shifts and gradual release model by 95% within the classroom during teaching time by quarter 3.* * *Monthly School-wide Common Assessment will show an increase of ELA Mastery level of 20% of all students.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.*				
	[A 1.1.3] Alignment of Classroom Observation and Feedback Description ---------- *Raleigh Egypt Middle School will utilize informal and formal observation (TEM rubric) and the District Classroom Walkthrough Protocol and "See it, Name it, and Do it" document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.* Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* * *Daily classroom observations using the District Walkthrough Protocol* * *Weekly lesson plan review* * *DDI Cycles* * *Weekly Collaborative Planning Session agenda, sign in, and minutes.*	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/21/2026		

	Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * *Increase the implementation of the educational shifts and gradual release model by 95% within the classroom during teaching time by quarter 3.* * *Monthly School-wide Common Assessment will show an increase of ELA Mastery level of 20% of all students.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes*				
	[A 1.1.4] Academic Intervention and Enrichment Period Description ---------- *Raleigh Egypt Middle School have incorporated ELA and Math Intervention and Academic Enrichment classes to target and move students from below to approaching and on-track to mastery by continuously providing differentiated instructions to meet the academic needs of all students and close learning gaps.* *Implementation* ---------- *Identify the indicator(s) used to measure implementation of the action step.* * *iReady Diagnostic Assessments (fall, winter, and spring)* * *Daily classroom observations using the	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/21/2026		

	Instructional Protocol Guide* * *Weekly lesson plan review* * Biweekly Schoolwide Common Assessment Effectiveness --- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * *Increase number of students mid or above grade reading level by 10% on iReady Reading Diagnostic Assessment.* * *Increase the implementation of the educational shifts and gradual release model by 90% within the classroom during teaching time by quarter 3.* * *Monthly School-wide Common Assessment will show an increase of ELA Mastery level of 20% of all students.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.*				
[S 1.2] Professional Development Rationale --- Raleigh Egypt Middle School is committed to fostering a culture of continuous improvement and academic excellence. As a Title I school serving a diverse student population—including economically disadvantaged students, English learners, and students with disabilities—ongoing professional development (PD) is essential to equipping educators with the tools, strategies, and mindsets necessary to meet the academic and social-emotional needs of all learners. It is essential that we continuously provide professional development to teachers, administrators, instructional leaders. Supporting Data	**[A 1.2.1] Professional Learning Communities** Description --- Professional development will be provided to teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, understanding of what mastery look like, and proficient reading levels of grade supported texts. Implementation --- * Weekly classroom observations using the District Classroom Walkthrough Protocol * Monthly Instructional Leadership Team (ILT)	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/30/2026	TAG 5.0	

---------- According to SY2023-24 ELA TCAP Data, 10.1% of students met and exceeded compared to 8.8% in SY2022-23. That was a 1.3% increase in the number of students met and exceeded on the ELA TCAP assessment. In addition, the Spring 2024-25 iReady Assessment showed 50.6% of students where 3 or more grades levels below in Reading compared to 56.1% in Spring of 2023-24. That is a 5.5% decrease in the number of students reading 3 or more grades level below. **Benchmark Indicator** Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * *Weekly classroom observations using the Instructional Protocol Guide* * *Monthly Instructional Leadership Team (ILT) meetings* * *Monthly Data Meeting (DDI cycles)* * *Weekly Professional Learning Communities agenda and outputs * Effectiveness: * *Increase the implementation of the educational shifts and gradual release of responsibility to learners by 95% within the classroom during Tier 1 instruction by Quarter 3.* * Monthly School-Wide Common Assessment will show an increase of ELA Mastery level of 20% of all students. * Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. * Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes	meeting agendas * Monthly New teacher professional learning support logs * Weekly/Saturday Professional Learning Communities agenda and outputs * Weekly Collaborative Planning Session agenda and sign in Effectiveness ---------- * Increase number of students mid or above grade reading level by 10% on iReady quarterly Reading Diagnostic Assessment. * Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3. * Monthly School-Wide Common Assessment will show an increase of ELA Mastery level of 20% of all students. * Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. * Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes Stipends for 10 teachers to attend Saturday Professional Development* on how to effectively implement the instructional practice shifts,* @ $25.84 per hour x 5 hours x 36 sessions per bi-weekly x 10 teachers Total =$**46,512.00**				

	Benefits 201-$2883.74 204-$3255.84 212-$674.42 **$53,326.01** Substitute pay= $25.84per hour x 5 hours a session =$129.20 per session. $129.20 x 11 sessions =$1,421.20 x 5 substitutes=**$7,106.00** **72210-499** Instructional supplies to support Saturday Professional Development sessions such as chart paper, markers, and paper $927.71				
	[A 1.2.2] Provide Professional Development Opportunities for Instructional Leaders Description ---------- Effective instructional leadership is a cornerstone of school improvement, student success, and teacher effectiveness. At Raleigh Egypt Middle School, our commitment to cultivating strong instructional leadership is rooted in the understanding that school leaders must be equipped with the knowledge, tools, and strategies necessary to guide high-quality teaching and learning. Providing targeted, ongoing professional development (PD) opportunities for instructional leaders supports the development of a collaborative, data-driven, and equity-focused	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	06/30/2026		

	culture throughout the school. REMS will continue to provide professional development opportunities for instructional leaders in state and out of state conference sessions. Implementation ---------- * *Weekly classroom observations using the District Instructional Walkthrough Protocol* * *Weekly Professional Learning Communities agenda and outputs* * *Weekly Collaborative Planning Session agenda and sign in * * *Weekly/Saturday Targeted Professional Development* Effectiveness ---------- * *Increase the implementation of the educational shifts and gradual release of responsibility to learners by 95% within the classroom during Tier 1 instruction by Quarter 3.* * Monthly School-Wide Common Assessment will show an increase of ELA Mastery level of 20% of all students. * Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. * Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.				
	[A 1.2.3] Increase Parental Involvement and Engagement Description ---------- *Administrative staff and teachers will provide training and resources for parents to assist their children in building reading comprehension, fluency, and writing skills. Administrative staff will	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/21/2026		

	communicate to parents the strategies and resources used in the delivery of reading instruction at REMS. Administrative staff will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. * **Implementation** ---------- * *Weekly Collaborative Planning Sessions* * *Monthly Data Meetings* * *Quarterly Parent Conferences* * *Quarterly Academic meetings* **Effectiveness** ---------- * *Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3.* * Monthly School-Wide Common Assessment will show an increase of ELA Mastery level of 20% of all students * *Monitor 20-day attendance of grade level teachers and co-teachers at or above 85%.* * *Monitor quarterly attendance of parents attending specified meetings at or above 70%*				
[S 1.3] Targeted Intervention and Personalized Learning Rationale --------- Raleigh Egypt Middle School is committed to ensuring that all students reach their full academic potential. Despite our best efforts, a significant number of students continue to struggle with making adequate academic progress, particularly in core subject areas such as English Language Arts and Math. These academic challenges are	**[A 1.3.1] Implement RTI2-Tier II and Tier III Instruction with Fidelity** Description ---------- * Raleigh Egypt Middle School will continue to provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. *	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/21/2026	TAG 5.0	

often compounded by external factors, including poverty, trauma, and inconsistent educational experiences. To address these challenges, the school must implement a system of targeted and personalized interventions that respond to each student's unique learning needs. In addition, Raleigh Egypt Middle will utilize grant funds to compensate vendors to provide personalized learning activities to students that are 2 or more grade levels below expectations in reading and provide an additional Intervention teacher. Supporting Data ---------- According to SY2023-24 ELA TCAP Data, 10.1% of students met and exceeded compared to 8.8% in SY2022-23. That was a 1.3% increase in the number of students met and exceeded on the ELA TCAP assessment. According to Spring SY 2024-25 iReady data, approximately 19.5% of all students are mid or above grade level in Reading. In comparison, in Spring of 2023-24, 13.8% of all students were mid or above grade level in Reading. Resulting in a 5.7% increase. There was also a 2.0% increase in the number of students 1 grade level below in Reading from Spring 2023-24 to Spring of 2024-25. **Benchmark Indicator** Implementation ---------- * *Daily Intervention/Enrichment classes built into the Master Schedule* * *Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool)* * *iReady Reading Diagnostic Results three times during school year (Fall, Winter, Spring)* * *Weekly Reading/Intervention with vendor "Reading with Mrs. Richardson"*	Implementation ---------- * *Quarterly RTI differentiated training PD sessions and sign in sheets * * *Monthly progress monitoring data reports with a focus on deficit areas * * *Monthly data team meetings agendas and sign in sheets * * *Monthly DDI Cycles to desegregate Data* Effectiveness ---------- * *Increase ELA iReady for identified at-risk students on track and mastery to 20% or above by Spring assessment 2026* * *Monthly data team meetings show 100% participation from teachers and administration* * Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, *Personalized learning Activity “Reading with Mrs. Richardson” District Vendor #931422 @ $275.00 per session 5 sessions per week for nine-weeks period $12,375.00 Reading with Mrs. Richardson will support ELA students with *personalized learning activities based on assessment scores in Reading throughout the 2025-2026 school year, $12,375.00*				

Effectiveness ---------- * 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1. * 20% of Tier II and Tier II students will progress to next instructional level/skill or meet academic goals quarterly. * Quarterly Student work and RTI data trends will be at or above 70% * Increase number of students mid or above grade reading level by 10% on iReady Reading Diagnostic Assessment.					
	[A 1.3.2] Purchase Additional Educational Resources Description ---------- At Raleigh Egypt Middle School, ensuring that all students, particularly those who are not meeting grade-level expectations, receive the support they need is a top priority. The purchase of high-quality educational resources and materials is essential to the success of targeted and personalized intervention strategies. These investments support student growth, academic achievement, and equity across all content area In addition, Raleigh Egypt Middle will utilize grant funds to provide personalized learning activities to students that are 2 or more grade levels below. Implementation ---------- * Daily Enrichment classes built into the Master Schedule * Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool)	Principal Dione Curry, RTI Lead Christine Fondren, PLC Coach Rosemary Byrd	05/21/2026		

	* iReady Reading Diagnostic Results three times during school year * Monthly Teacher Common Formative Assessments DDI Cycles Effectiveness --- * 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1. * 20% of Tier II and Tier III students will progress to next instructional level/skill or meet academic goals quarterly. * Student work and RTI data trends will be at or above 70% quarterly * 20% of our students will score (OT/M) on the biweekly CFA				

[G 2] Raleigh Egypt Middle School will improve the TCAP Math rate of on-track and mastery percentages from 15.3% in SY2023-24 to 17.6% in SY2025-26.
Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal
[G 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale --- *Raleigh Egypt Middle will provide daily access to the district rigorous curriculum that will develop	**[A 2.1.1] Support Rich Learning Environment for Students** Description --- To support a rich learning environment for students, the purchasing and securing supplies,	Principal Dione Curry, Asst. Principal Jermaine McCaskill and PLC Coach	05/21/2026	TAG 5.0	

students' deep understanding of the content, provide quality Tier 1 instruction, tasks and assessments that are aligned with the State's academic content standards, and promote mastery of TN standards to ensure students are college and career ready.* Supporting Data ---------- TCAP data shows that SY 2023-24 there were 15.3% of students who were on track or mastered school-wide Math Assessment compared to 8.8% in SY2022-23. This resulted in a 6.5% increase. According to Spring 2024-25 iReady data, approximately 23.3% of students who were mid or above grade level; while in comparison to Spring 2023-24 there were 14.3% who were mid or above grade level, resulting in a 9.0% increase in Math. **Benchmark Indicator** Implementation ---------- * Daily classroom observations using District Instructional Practice Guide * Monthly School-wide Common Assessments * Weekly lesson Plan * Weekly Collaboration Planning Sessions (Agenda, sign-in, and minutes) Effectiveness ---------- * Increase the implementation of the educational shifts and gradual release of responsibility to learners by 95% within the classroom during Tier 1 instruction by Quarter 3. * Monthly School-Wide Common Assessment will	instructional materials , equipment: HP Laptops, Promethean Boards, iPads, All in Learning assessment clickers, printers, instructional software, IXL, iReady, BrainPOP, Nearpod, etc. will be utilized to support and increase student mastery of instructional standards to improve student achievement and growth in Math. Utilizing instructional equipment: Promethean Boards, laptops, All in Learning Assessment Clickers, Virtual Reality Headsets for Real-world Math applications, and instructional software will benefit teachers with enhancing delivery of instruction and providing standard aligned tasks to build students capacity around mastery of TN standards and provide teachers with real-time feedback to address academic gaps in Math. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* * *Daily classroom observations using the District Instructional Practice Guide* * *School-wide common assessments Monthly* * *Weekly lesson plan review* * *Weekly Collaborative Planning Session agenda, sign in, and minutes* Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * *Increase the implementation of the educational shifts and gradual release model by 95% within the classroom during teaching time by quarter 3.*	Rosemary Byrd			

show an increase of Math Mastery level of 20% of all students. * Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. * Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.	* *Monthly School-wide Common Assessment will show an increase of Math Mastery level of 20% of all students.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.* *Meta-Quest Virtual Reality Headset for Real-world Math Applications* *$300.00 x25 headsets=$7,500.00* Prism Math Application Subscription for Virtual Real-world Math Applications $25.00 x 313 subscriptions = $7,8250.00 Total =$15,325.00 94 HP laptops x $675.69 = $63,514.86 71100-429 Deployment: $13.00 x 94 laptops =$1,222.00 Total=$64,736.86				
	[A 2.1.2] Access to Rigorous Curriculum Description ---------- *Raleigh Egypt Middle School will provide teachers with district curriculum resources such as, curriculum guides, Standards Alignment toolbox, District lesson plans, PLC guides that outline modules for essential knowledge as well as skills and tasks aligned to TN stated standards. Curriculum maps will be organized by quarters to	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/21/2026		

	assist teachers with guidance as to which modules and units should be taught during the school year.* *Implementation* ---------- * *Daily classroom observations using the District Walkthrough Protocol* * *Weekly lesson plan review* * *Bi-Weekly Classroom walkthrough reports * * *Weekly Collaborative Planning Session agenda, sign in, and minutes.* Effectiveness ---------- * *Increase the implementation of the educational shifts and gradual release model by 95% within the classroom during teaching time by quarter 3.* * *Monthly School-wide Common Assessment will show an increase of Math Mastery level of 20% of all students.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.*				
	[A 2.1.3] Alignment of Classroom Observation and Feedback Description ---------- *Raleigh Egypt Middle school will utilize informal and formal observation (TEM rubric) and the District Classroom Walkthrough Protocol and "See it, Name it, and Do it document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/21/2026		

	used to address varying student needs. * Implementation ---------- * *Daily classroom observations using the District Walkthrough Protocol* * *Weekly lesson plan review/feedback* * *Bi-Weekly Classroom walkthrough reports * * *Bi-Weekly DDI Cycles* Effectiveness *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * *Increase the implementation of the educational shifts and gradual release model by 95% within the classroom during teaching time by quarter 3.* * *Monthly School-wide Common Assessment will show an increase of Math Mastery level of 20% of all students.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.* * *Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes*				
	[A 2.1.4] Academic Intervention and Enrichment Period Description ---------- *Raleigh Egypt Middle School have incorporated ELA and Math Intervention and Academic Enrichment classes to target and move students from below to approaching and on-track to mastery by continuously providing differentiated instructions to meet the academic needs of all students and	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/21/2026		

	close learning gaps.* *Implementation.* ---------- * *iReady Diagnostic Assessments (fall, winter, and spring)* * *Daily classroom observations using the Instructional Protocol Guide* * *Weekly lesson plan review* * *Weekly Collaborative Planning Session agenda, sign in, and minutes.* Effectiveness ---------- * *Increase number of students mid or above grade reading level by 10% on iReady Math Diagnostic Assessment.* * *Increase the implementation of the educational shifts and gradual release model by 90% within the classroom during teaching time by quarter 3.* * *Monthly School-wide Common Assessment will show an increase of Math Mastery level of 20% of all students.* * *Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.*				
[S 2.2] Professional Development Rationale --------- Raleigh Egypt Middle School is committed to fostering a culture of continuous improvement and academic excellence. As a Title I school serving a diverse student population, including economically disadvantaged students, English learners, and students with disabilities, ongoing professional development (PD) is essential to equipping educators with the tools, strategies, and mindsets necessary to meet the academic and social-	**[A 2.2.1] Professional Learning Communities** Description ---------- Professional development will be provided to teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, understanding of what mastery look like, and proficient level in Math. Implementation ----------	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/30/2026	TAG 5.0	

emotional needs of all learners. It is essential that we continuously provide professional development to teachers, administrators, and instructional leaders. Supporting Data ---------- According to SY2023-24 Math TCAP Data, 15.2% of students met and exceeded expectations compared to 6.5% in SY2022-23. That was a 8.7% increase in the number of students met and exceeded on the Math TCAP assessment. In addition, the Spring 2024-25 iReady Assessment showed 42.1% of students where 3 or more grades levels below in Math compared to 47.3% in Spring of 2023-24. That is a 5.3% decrease in the number of students reading 3 or more grades level below. **Benchmark Indicator** Implementation ---------- · *Weekly classroom observations using the District Instructional Protocol Guide* · Bi-weekly* Data Meeting (DDI cycles)* · *Weekly PLC/Collaborative Planning Session agenda and sign in * · *Weekly/Saturday Professional Development agenda, minutes, and sign in* Effectiveness: ---------- · *Increase the implementation of the educational shifts and gradual release of responsibility to learners by 95% within the classroom during Tier 1	* Weekly classroom observations using the District Instructional Walkthrough Protocol * Weekly Professional Learning Communities agenda and outputs * Weekly Collaborative Planning Session agenda and sign in * Weekly/Saturday Professional Development agenda, minutes, and sign in Effectiveness ---------- * Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3. * Monthly School-Wide Common Assessment will show an increase of Math Mastery level of 20% of all students. * Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. * Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. Stipends for 10 teachers to attend Saturday Professional Development* on how to effectively implement the instructional practice shifts,* @ $25.84 per hour x 5 hours x 36 sessions per bi-weekly x 10 teachers Total =$**46,512.00** Benefits 201-$2883.74 204-$3255.84				

instruction by Quarter 3.* · Monthly School-Wide Common Assessment will show an increase of Math Mastery level of 20% of all students. · Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. · Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes	212-$674.42 **$53,326.01** **72210-499** Instructional supplies to support Saturday Professional Development sessions such as chart paper, markers, and paper $927.71				
	[A 2.2.2] Provide Professional Development Opportunities for Instructional Leaders Description ---------- Effective instructional leadership is a cornerstone of school improvement, student success, and teacher effectiveness. At Raleigh Egypt Middle School, our commitment to cultivating strong instructional leadership is rooted in the understanding that school leaders must be equipped with the knowledge, tools, and strategies necessary to guide high-quality teaching and learning. Providing targeted, ongoing professional development (PD) opportunities for instructional leaders supports the development of a collaborative, data-driven, and equity-focused culture throughout the school. REMS will continue to provide professional development opportunities for instructional leaders in state and out of state conference sessions. Implementation ---------- * Weekly classroom observations using the District Classroom Walkthrough Protocol * Weekly Professional Learning Communities agenda and outputs * Weekly Collaborative Planning Session agenda	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/30/2026		

	and sign in * Weekly/Saturday Professional Development agenda, minutes, and sign in Effectiveness --- * Increase the implementation of the educational shifts and gradual release of responsibility to learners by 95% within the classroom during Tier 1 instruction by Quarter 3. * Monthly School-Wide Common Assessment will show an increase of Math Mastery level of 20% of all students. * Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. * Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.				
	[A 2.2.3] Increase Parental Involvement and Engagement Description --- Administrative staff and teachers will provide training and resources for parents to assist their children in building reading comprehension, fluency, and writing skills. Administrative staff will communicate to parents the strategies and resources used in the delivery of reading instruction at REMS. Administrative staff will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. **Implementation** * Monthly Data Meetings * Quarterly Parent Conferences * Quarterly Academic meetings	Principal Dione Curry, Asst. Principal Jermaine MCaskill, and PLC Coach Rosemary Byrd	05/21/2026		

	Effectiveness * Monthly School-Wide Common Assessment will show an increase of Math Mastery level of 20% of all students * Increase the number the of students proficient by 20% on bi-weekly common assessment. * Monitor quarterly attendance of parents attending specified meetings at or above 70%				
[S 2.3] Targeted Interventions and Personalized Learning Rationale --------- Raleigh Egypt Middle School is committed to ensuring that all students reach their full academic potential. Despite our best efforts, a significant number of students continue to struggle with making adequate academic progress, particularly in core subject areas such as English Language Arts and Math. These academic challenges are often compounded by external factors, including poverty, trauma, and inconsistent educational experiences. To address these challenges, the school must implement a system of targeted and personalized interventions that respond to each student's unique learning needs. In addition, Raleigh Egypt Middle will utilize grant funds to compensate vendors to provide personalized learning activities to students that are 2 or more grade levels below expectations in reading and provide an additional Intervention teacher. Supporting Data ---------- TCAP data shows that SY 2023-24 there were 15.3% of students who were on track or mastered school-wide Math Assessment compared to 8.8% in SY2022-23. This resulted in a 6.5% increase. According to Spring SY 2024-25 iReady data,	**[A 2.3.1] Implement RTI2-Tier II and Tier III Instruction with Fidelity** Description ---------- *Raleigh Egypt Middle School will continue to provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. * Implementation * *Quarterly RTI differentiated training PD sessions and sign in sheets * * *Monthly progress monitoring data reports with a focus on deficit areas * * *Monthly data team meetings agendas and sign in sheets * * *Bi-Quarterly review of grade reports for at-risk or identified students* Effectiveness * *Increase Math iReady for identified at-risk students on track and mastery to 20% or above by Spring assessment 2026* * *Monthly data team meetings show 100% participation from teachers and administration* * *Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)*	Principal Dione Curry, PLC Coach Rosemary Byrd, RTI Lead Christine Fondren	05/21/2026		

approximately 23.3% of all students are mid or above grade level in Math. In comparison, in Spring of 2023-24, 14.3% of all students were mid or above grade level in Math Resulting in a 9.0% increase. There was also a 3.9% increase in the number of students 1 grade level below in Math from Spring 2023-24 to Spring of 2024-25. **Benchmark Indicator** Implementation --- · Daily Intervention/Enrichment classes built into the Master Schedule · Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool) · iReady Math Diagnostic Results three times during school year (Fall, Winter, Spring) · Monthly Teacher Common Formative Assessments DDI Cycles Effectiveness --- · 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1. · 20% of Tier II and Tier II students will progress to next instructional level/skill or meet academic goals quarterly. · Monthly School-wide Common Assessment will show an increase of Math Mastery level of 20% of all students. · Increase number of students mid or above grade reading level by 10% on Math Reading Diagnostic Assessment.					

	[A 2.3.2] Purchase Additional Educational Resources Description ---------- At Raleigh Egypt Middle School, ensuring that all students, particularly those who are not meeting grade-level expectations, receive the support they need is a top priority. The purchase of high-quality educational resources and materials is essential to the success of targeted and personalized intervention strategies. These investments support student growth, academic achievement, and equity across all content area In addition, Raleigh Egypt Middle will utilize grant funds to provide personalized learning activities to students that are 2 or more grade levels below. Implementation ---------- * Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool) * iReady Reading Diagnostic Results three times during school year * Monthly Math Intervention Fidelity Checks * Monthly Teacher Common Formative Assessments DDI Cycles Effectiveness ---------- * 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1. * 20% of Tier II and Tier III students will progress to next instructional level/skill or meet academic goals quarterly. * Student weekly on-line and engagement time will be at a minimum of 90% (time and response	Principal Dione Curry, RTI Lead Christine Fondren, and PLC Coach Rosemary Byrd	05/21/2026		

	driven) * 20% of our students will score (OT/M) on the bi-weekly CFA				

[G 3] Raleigh Egypt Middle School will reduce Chronic Absenteeism from 8.8% in SY2024-25 to 7.92% in SY2025-26.
Additional Supports

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

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Support students in overcoming barriers related to student attendance Rationale --------- *Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports* Supporting Data ---------- The attendance rate in SY2024-25 was 96.0% and in SY2023-24, the attendance rate was 93.5%, resulting in a 2.5% increase in the SY2024-25 attendance rate. **Benchmark Indicator** Implementation ---------- · *Monthly RTI2B Meetings Minutes*	**[A 3.1.1] Utilize Progressive Discipline** Description ---------- *Raleigh Egypt Middle will utilize progressive disciplinary steps and specialized intervention supports (RTIB2) in an effort to decrease behavior referrals. Behavioral referrals can go to the school counselor, school social worker, behavior tech, or behavior specialist depending on the student's needs to avoid out-of-school suspensions. Students will work with these specialized services to improve their behavior over time. * Implementation ---------- * *Monthly RTI2B Meetings Minutes* * *20-day attendance and suspension data* * *20-day student discipline reports* * *Monitor PowerBI Monthly Reports*	Principal Dione Curry, Asst. Principal Jermaine McCaskill,Behavior Specialist Jereme Cade, Professional Guidance Counselors Ms. Cox and Ms. Chappell	05/21/2026		

· *Monitor RTIB2 Plan Successes/Challenges Quarterly* · *20-day attendance and suspension data (Power BI Data Reports)* · * 20-day student discipline reports* Effectiveness ---------- · *Incremental increase of 2% on 20 day reports for attendance rates.* · *85% of processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.* · *Chronically out of school rates will decrease by at least 2% per semester*	Effectiveness ---------- * *Incremental increase of 2% on 20-day reports for attendance rates* * *85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.* * *Chronically out of school rates will decrease from 8.8 in SY2024-25 to 7.92% or below in SY2025-26.*				
	[A 3.1.2] Utilize a Behavioral Specialist Description ---------- Raleigh Egypt Middle School Behavioral Specialist will implement targeted interventions and support programs that address identified behavior needs and provide appropriate student supports that will give students the opportunity to address behaviors and work toward solutions that will keep them in the classroom. Implementation ---------- * Monthly RTI2B Meetings Minutes * Monitor RTIB2 Plan Successes/Challenges Quarterly * 20-day attendance and suspension data	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and Behavioral Specialist, Jereme Cade	05/21/2026		

	* 20-day student discipline reports * Monitor PowerBI Monthly Effectiveness ---------- * *Incremental increase of 2% on 20-day reports for attendance rates.* * *85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.* * *Chronically out of school rates will decrease from 8.8% in SY2024-25 to 7.92% or below in SY2025-26.*				
	[A 3.1.3] Implement Preventive Interventions Description ---------- *Raleigh Egypt Middle School will Implement support programs and initiatives that address identified behavioral needs and provide appropriate student supports to prevent students from exhibiting inappropriate behaviors. Such programs will be used to help students avoid becoming chronically absent and/or becoming "frequent flyers" ********with administrative referrals. Our RTI2-B initiative and School Discipline Team will be led by the Assistant Principal and will include the administrative staff, teachers, behavioral professional, and support staff. The purpose of the RTI2-B plan is to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors. Our school Discipline team will develop incentives for students meeting academic, attendance, and behavior goals.* *Incentives will be utilized to help prevent inappropriate behavior, decrease chronic	Principal Dione Curry,Asst. Principal Jermaine McCaskill, and Behavioral Specialist Jereme Cade	05/21/2026		

	absenteeism, and encourage students to reach the goal of 70% proficiency or above on District CFAs and state assessments.* *Implement support programs and initiatives that address identified attendance/behavioral needs and provide appropriate student support to prevent students from exhibiting inappropriate behaviors and chronic absenteeism. Our school Attendance/Discipline team will develop incentives for students meeting academic, attendance, and behavior goals. Laptops in the ISS area will provide a means for students to continue to work on assignments and assessments on days assigned to ISS.* Implementation ---------- * Monthly RTI2B Meetings Minutes * 20-day attendance and suspension data * 20-day student discipline reports (Power BI Data Reports) * 20-day student celebrations/incentives** **(payment invoices) Effectiveness ---------- * *Incremental increase of 2% on 20-day reports for attendance rates.* * *85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.* * *Chronically out of school rates will decrease from 8.8 % in SY2024-25 to 7.92% or below in SY2025-26.* **				

[S 3.2] Professional Development Opportunities Rationale --------- *Raleigh Egypt Middle School will provide opportunities for participation in ongoing, high-quality professional development at the district and school levels for school leaders, teachers, and other instructional staff to focus on changing instructional and behavioral practices and social-emotional learning that result in improved student attendance and behavior. * Supporting Data ---------- At High Risk of Chronic Absenteeism decreased from 21.2% in SY2023-24 to 9.2% in SY2024-25, resulting in a 12.0% decrease. Perfect Attendance Rate increased 5.0% from SY2023-24 to SY24-25. **Benchmark Indicator** Implementation ---------- * *Quarterly Parent/Student Surveys* * *20-day attendance and suspension data* * *ILT and school counselors will review Power BI data report quarterly to monitor if PD offerings are supporting student attendance outcomes* * *Quarterly PLZ transcripts to monitor teacher attendance quarterly at 85% or above to specific trainings* * *Bi-Weekly Saturday Professional Development Sessions such as Progressive Discipline and Classroom Management strategies.* * *Monthly Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers* Effectiveness * *Quarterly Data is reviewed and supported by	**[A 3.2.1] Increase Student Engagement** Description ---------- *Targeted professional developments will be implemented to define effective strategies for increasing student engagement and achievement. School administrative staff will identify and invite a cadre of highly effective teachers and presenters to deliver professional development to peers. The instructional leadership team will provide professional development on how to effectively combine the use of curriculum, technology, and teaching strategies, including the Personalized Learning Pathways model, to motivate students to take ownership of their education, ultimately increasing student engagement. * Implementation ---------- * *20-day attendance and suspension data* * *ILT and school counselors will review Student Intervention Platform data report quarterly to monitor if PD offerings are supporting student attendance outcomes.* * *ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance.* * *20-day student discipline report and academic reports* * *Weekly PD Agendas will ensure topics are data driven and support the expected outcomes.* * *Quarterly PLZ transcripts to monitor teacher attendance at 85% or above to specific trainings.* * *Monthly Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers.* Effectiveness ----------	Principal Dione Curry, Asst. Principal Jermaine McCaskill, and PLC Coach Rosemary Byrd	05/30/2026		

outcomes at 100% of the time.* * *20-day Student attendance data forms will be at or above 85% per class/teacher.* * *Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time.* * ***I****ncremental increase of 2% on 20-day reports for attendance rates.* * *85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter. (quarterly)*	* *Quarterly CFA Data is reviewed and supported by outcomes at 100% of the time* * *Monthly Teacher feedback will be positive responses at or above 80%* * *20-day Student attendance rata data will be at or above 85% per class/teacher* * *Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time.*				
	[A 3.2.2] Provide Social-Emotional Learning Professional Development Opportunities Description ---------- *Due to the low social economic background of our students, there is a great need to provide social-emotional learning opportunities. It is important to equip our counselors and leaders with tools to better serve our community of students and parents. Counselors and leadership need to participate in professional development conferences geared towards Social Emotional Learning (SEL) and transforming school culture. We would use Title I funding and Grant funding to pay registration, travel, and/or accommodation fees to these conferences. * Implementation ---------- * *Implement weekly SEL activities in Intervention classes* * *Analyze 20-day attendance and suspension data* * *ILT and school counselors will review Student Intervention data report quarterly to monitor if PD offerings are supporting student attendance outcomes.*	Principal Dione Curry, Asst. Jermaine McCaskill, Professional Guidance Counselors Ms. Cox and Ms. Chappell	05/22/2026		

	* *ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance.* * *Quarterly PLZ transcripts to monitor teacher attendance at 85% or above to specific trainings.* * *Monthly Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers.* Effectiveness * *Quarterly CFA Data is reviewed and supported by outcomes at 100% of the time* * *Monthly Teacher feedback will be positive responses at or above 80%* * *20-day Student attendance rate data will be at or above 85% per class/teacher* * Monthly Teacher feedback surveys will be positive responses at or above 80%. (monthly) * Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time (weekly)				
[S 3.3] Engage students, families, and communities to support students in overcoming barriers to learning Rationale --------- *Raleigh Egypt Middle will promote effective parent, family, and community engagement activities and provide resources that support safe schools which will improve students' achievement, attendance and behavior.* Supporting Data ---------- Approximately 8.6% of SY 2024-25 students were chronically absent in comparison to 19.4% in	**[A 3.3.1] Increase Parental Involvement and Engagement** Description ---------- *Parents are invited to join Raleigh Egypt Middle Parent-Teacher-Student Organization and to volunteer at REMS in various capacities, such as coaching or assisting with programs. REMS will also invite parents to participate in Career Fairs and Open Houses. To further increase parental involvement, REMS will survey parents to capture their interests so that programs can be developed to meet the needs of our current stakeholders. School leaders will also meet with parents of chronically out-of-school students to offer interventions to keep students safe and in school. RTIB2 plan will be posted for parents on the school's web page and reviewed during semi-annual parent events in small group settings.*	Principal Dione Curry, Asst. Principal Jermaine McCaskill, PLC Coach Rosemary Byrd, and Family Engagement Specialist Tina Simmons	05/22/2026		

SY2023-24. The data shows a 10.7% decrease in the number of students chronically absent in the SY2024-25. **Benchmark Indicator** Implementation ---------- · * Analyze 20-day attendance data* · Review *Quarterly Parent/Student Surveys* · * Monitor PowerBI Monthly* · * Review 20-day student discipline reports* · Review *20-day suspension data* · Effectiveness ---------- · *Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 93.5% in SY 2024-25 to 96.0% or higher in SY 25-26 (every 20 days)processes* · *Monthly Trends will show fewer than 20% of students being referred for disciplinary infractions.* · *Quarterly Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students* · *Quarterly Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions.* · *85% of priority schools and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first	*REMS also has an area designated for parents and the community. Title I funds will be utilized to equip REMS Parent Center with technology to assist parents with students' information such as registration, job search, and other important information. The community center will allow for networking events to assist parents, family and students with community resources and provide special events to support the growth and development of parents, families, and the community. * Implementation ---------- * *Quarterly Parent/Student Surveys* * *20-day attendance and suspension data* * *20-day student discipline reports* * *Monitor PowerBI Monthly* ** Effectiveness ---------- * *Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students* * *Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions.* * *Trends will show fewer than 20% of students being referred for disciplinary infractions.*				

quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter. (quarterly)* · *Chronically out of school rates will decrease from 8.8% in SY2024-25 to 7.9% or below in SY 2025-26. (yearly)*					
	[A 3.3.2] Provide DATA Training Programs Description ---------- *REMS will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. REMS will provide test-taking strategies and additional resources to inform parents of state, district, and school-wide expectations for attendance and behavior as well. Parents will be invited to Educational Parent Sessions to learn more about how REMS works to improve the academic and social aspects of the learning environment based on student data. * Implementation ---------- * Distribute Quarterly Parent/Student Surveys * Review 20-day attendance and suspension data * Review20-day student discipline reports * Monitor PowerBI Monthly * conduct Quarterly Data Night Effectiveness ---------- * Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students. * Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions.	Principal Dione Curry, Asst. Principal Jermaine McCaskill PLC Coach Rosemary Byrd, and Family Engagement Specialist Tina Simmons	05/22/2026		

	* Trends will show fewer than 20% students being referred for infractions.				
	[A 3.3.3] Increase Student and Parent Engagement (Incentive Programs) Description ---------- *Parents will be invited to assemblies to join in the celebration of their child's academic accomplishments. The school will plan 20 Day Student Events for Quarterly Improved Chronic Absenteeism Rate, improved attendance and decreased discipline infractions. Incentives will be utilized to promote student engagement, increase attendance, improve behavior to maximize student achievement and growth.* *School will plan End of Year Student Event for Overall School * Implementation ---------- * *Quarterly* + *Distribute Parent/Student Surveys* + *Create Student incentive lists* * *20-day* + *Analyze attendance data* + *Analyze student discipline reports* + *create student incentive lists* * *Monthly* + *Review PowerBI Reports* + *Create Order invoices for Incentives* + * Parent Contact Log Contacts* Effectiveness ---------- * *Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 93.5.9 in SY 2023-24 to 96.0%	Principal Dione Curry, Asst. Principal Jermaine McCaskill, PLC Coach Rosemary Byrd, Family Engagement Specialist Tina Simmons	05/22/2026		

	or higher in SY 24-25.* * *Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students. (Monthly)* * *Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions. (Monthly)* * *Trends will show fewer than 20% students being referred for infractions. (Monthly)*				