

Fairley High School Annual Plan (2025 - 2026)

Last Modified at Sep 09, 2025 03:32 PM CDT

[G 1] Reading/Language Arts: Fairley High School will increase the percentage of students meeting and/or exceeding expectations in ELA from 11.1% in 2023–24 to 22.2% in 2025–26, as measured by the TNReady End-of-Course assessment.

****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 ----- Teachers will intentionally plan and deliver standards-aligned, data-informed, tier 1 ELA instruction that provides daily access to rigorous, grade-level content. Instruction will engage students in meaningful learning, promote critical thinking, activate prior knowledge through prerequisite skills, and support mastery of Tennessee Standards to ensure all students are prepared for college and career readiness. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*	[A 1.1.1] ELA Enrichment Course Description ----- Select 9th and 10th grade students will be enrolled in an ELA Enrichment course in which students will focus on skills taught in their English I/II course. Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Quarterly Formative Assessments (fall, winter and spring) * Monthly Performance Matters Reports Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; Jonathan Ross & Tameka Boyce, ELA Teachers; E. Holloway & K. Mills, Professional School Counselors	05/21/2026		

Preliminary 2024-25 TCAP scores reflect a 11.1% proficiency rate in ELA. This is a 4.2% increase compared to fall school level formative assessment data. TNReady and benchmark data show that students are struggling to master grade-level ELA standards, particularly in critical thinking and comprehension. Previous data indicates that consistent, standards-aligned Tier 1 instruction drives growth and improves readiness for college and career pathways. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Monthly Performance Matters & My Access Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Weekly classroom observation data will show 100% of our ELA teachers utilizing supplemental resources and implementing 80% of strategies	student achievement, including the frequency?* * Quarterly Formative Assessments will show 30% of our ELA students performing at 70% or above in their regular ELA classes. * Monthly Progress Matters reports will show 10% increase for 20% of our target and intervention ELA students.				
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learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our ELA teachers implementing 80% of strategies learned during training. * Monthly Performance Matters & My Access reports will show 10% increase for 20% of our target and intervention students. * Quarterly Formative Assessments will show 30% of our ELA students performing at 70% or above.					
	[A 1.1.2] Provide Support Resources to Improve Student Achievement and Enhance Instruction Description ----- This action step focuses on acquiring, distributing, and implementing support resources that enhance student performance and ensure equitable access for all students. The goal is to address instructional gaps, limited foundational literacy skills, inconsistent engagement with complex texts, and access to tools that support high-quality instruction. These resources may include supplemental materials such as instructional supplies, technology, software, manipulatives, printers and/or copy machines, student computer labs, mobile laptop carts, teacher desktops, computer applications, and interactive boards that promote student engagement through in-person and/or virtual instruction. Note: Technology will be provided through contractual agreements, leases, and purchases of equipment, programs, services, and software. Continuous monitoring and feedback mechanisms will be implemented to ensure that the resources are effective in improving student achievement and accessible to all students, particularly those in underperforming or high-need subgroups. Implementation -----	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach ELA Admin Lead; Deanna Dye, District ELA Instructional Coach; Jonathan Ross & Tameka Boyce, ELA Teachers	05/21/2026	TAG 5.0 SIGG 2.0	

	How will the turnaround strategy/intervention be monitored for implementation, including frequency? * Daily Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Daily classroom observation data will show 100% of our ELA teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our ELA teachers implementing 100% of the resources and 80% of strategies learned during training.				
	[A 1.1.3] Conduct Quarterly Data Meetings Description ----- *Provide a brief narrative of the proposed action step.* Teachers will engage in structured data analysis using Performance Matters and My Access on a tri-weekly and quarterly basis (fall, winter, and spring) to guide instructional decisions, differentiate instruction, and monitor progress toward mastery of Tennessee state standards. Data meetings will focus on analyzing multiple sources—including student work samples, classroom and school-wide trends, assessment performance, and instructional observation data—to identify strengths, gaps, and actionable next steps. The process will support the	Quintina Merriweather, PLC Coach ELA Admin Lead; Deanna Dye, District ELA Instructional Coach; Jonathan Ross & Tameka Boyce, ELA Teachers	05/21/2026	TAG 5.0	

	integration of evidence-based instructional strategies and trauma-informed practices into planning and delivery, ensuring instruction is both academically rigorous and responsive to students' social-emotional needs. This collaborative work will help ensure that teaching remains high-quality, standards-aligned, and student-centered. Results will inform reteaching, use of supplemental resources, and instructional adjustments—particularly for underperforming subgroups. Ongoing monitoring through walk-throughs, PLC minutes, formative assessments, and observation data will ensure fidelity of implementation and drive continuous improvement in student outcomes. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Monthly Performance Matters and My Access Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our ELA teachers implementing 80% of strategies learned during training.				
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	* Monthly Performance Matters reports will show 10% increase for 20% of our target and intervention students. * Quarterly Formative Assessments will show 30% of our ELA students performing at 70% or above.				
	[A 1.1.4] Conduct Weekly Collaborative Planning Meetings Description ----- *Provide a brief narrative of the proposed action step.* Teachers will engage in weekly content-specific collaborative planning meetings led by the administrative team lead to analyze upcoming standards, assessments, and instructional goals. These sessions will focus on building teacher capacity and strengthening Tier 1 instruction through alignment to district curriculum and Tennessee state standards. Emphasis will be placed on implementing evidence-based practices and trauma-informed strategies to support rigorous, inclusive instruction that meets the needs of all learners. Collaborative planning will include the intentional design of differentiated lessons, integration of engagement strategies, and scaffolds for diverse student populations. Teachers will engage in deliberate practice by rehearsing instructional delivery and receiving peer and administrative feedback to refine their craft. Ongoing data analysis, reflection, and collaboration will drive instructional decisions to ensure consistent, high-quality teaching that improves student engagement and achievement across all ELA classrooms. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.*	Quintina Merriweather, PLC Coach ELA Admin Lead; Deanna Dye, District ELA Instructional Coach; Jonathan Ross & Tameka Boyce, ELA Teachers	05/21/2026	TAG 5.0 SIGG 2.0	

	* Daily Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Daily classroom observation data will show 100% of our ELA teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our ELA teachers implementing 80% of strategies learned during training.				
	[A 1.1.5] Implement a Growth and Achievement Rewards and Incentives Program Description ----- *Provide a brief narrative of the proposed action step.* Establish a school-wide rewards and incentives program to recognize student growth, effort, and achievement in ELA. The program will motivate students to engage more deeply with math content and build a positive academic culture. Recognition may include certificates, classroom rewards, honor roll acknowledgments, public recognition, prize drawings, participation in incentive-based events, etc. Focus will be placed on both academic improvement and meeting benchmarks on formative and diagnostic assessments.	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach ELA Admin Lead; Deanna Dye, District ELA Instructional Coach; Jonathan Ross & Tameka Boyce, ELA Teachers	05/21/2026	TAG 5.0	

	Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Monthly Performance Matters and My Access Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our ELA teachers implementing 80% of strategies learned during training. * Monthly Performance Matters and My Access reports will show 10% increase for 20% of our target and intervention students. * Quarterly Formative Assessments will show 30% of our ELA students performing at 70% or above.				
[S 1.2] Provide support to ensure that an effective instructional model is implemented Rationale ----- *Provide a rationale for choosing the strategy/intervention.* To improve student achievement and ensure equitable access to grade-level content, it is essential to implement a consistent,	[A 1.2.1] Provide Ongoing Instructional Coaching Support Focused Description ----- *Provide a brief narrative of the proposed action step.* Provide ongoing instructional coaching to support the consistent, school-wide implementation of a coherent instructional model aligned to district	Quintina Merriweather, PLC Coach ELA Admin Lead; Deanna Dye, District ELA Instructional Coach; Jonathan Ross & Tameka	05/21/2026	TAG 5.0	

evidence-based instructional model across all classrooms. Providing targeted support to teachers and instructional staff will ensure that the model is applied with fidelity and aligned to district curriculum, state standards, and high-impact instructional practices. This support will include coaching, collaborative planning, and feedback structures that help educators strengthen Tier 1 instruction, differentiate for diverse learners, and integrate trauma-informed and engagement strategies. A coherent and well-supported instructional framework builds capacity across the school, promotes instructional alignment, and ensures that all students experience rigorous, high-quality teaching that advances their reading proficiency and academic growth. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* Preliminary 2024-25 TCAP scores reflect a 11.1% proficiency rate in ELA. This is a 4.2% increase compared to fall school level formative assessment data. Analysis of TNReady and benchmark results shows inconsistent Tier 1 instruction and gaps in alignment to grade-level standards, contributing to low proficiency rates and uneven growth across subgroups. Prior data confirms that consistent, evidence-based instructional practices, supported by coaching and collaborative planning, improve instructional quality and student outcomes.	curriculum and Tennessee state standards. Coaching will focus on reinforcing core components such as standards alignment, academic discourse, engagement strategies, and checks for understanding. Through modeling, co-teaching, observations, and/or feedback, coaches and administrative content leads will build teacher capacity to deliver strong Tier 1 instruction using evidence-based and trauma-informed practices. Support will be tailored to strengthen instructional model alignment, improve lesson execution, and ensure all students—particularly those in underperforming subgroups—receive equitable, high-quality instruction that promotes academic growth. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our ELA teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will	Boyce, ELA Teachers			
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Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Weekly Classroom Observation Data from the District and School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Monthly Performance Matters & My Access Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Weekly classroom observation data will show 100% of our ELA teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our ELA teachers implementing 80% of strategies learned during training. * Monthly Performance Matters & My Access reports will show 10% increase for 20% of our target and intervention students. * Quarterly Formative Assessments will show 30% of our ELA students performing at 70% or above.	show 100% of our ELA teachers implementing 80% of strategies learned during training.				
	[A 1.2.2] Provide High-Quality Professional Learning Community Meetings	Quintina Merriweather,	05/21/2026	TAG 5.0	

	Description ----- *Provide a brief narrative of the proposed action step.* High-quality Professional Learning Community (PLC) meetings are essential for fostering collaborative, data-driven instructional improvement. Teachers at Fairley High School have been afforded a common planning period in the master schedule to effectively engage in this work. During weekly PLC meetings, teachers will analyze student work, review common formative assessments, evaluate instructional strategies, and monitor student progress. These collaborative sessions provide the structure needed to ensure instructional coherence, align lessons to standards, and address student learning needs in real time. When grounded in evidence-based practices and focused on strengthening Tier 1 instruction, PLCs enhance professional practice, promote collective efficacy, and drive improved outcomes for all students—particularly those in underperforming subgroups. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes Effectiveness -----	PLC Coach ELA Admin Lead; Deanna Dye, District ELA Instructional Coach; Jonathan Ross & Tameka Boyce, ELA Teachers				
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	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. * Weekly classroom observation data will show 100% of our ELA teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meetings Minutes will show 100% of our ELA teachers implementing 80% of strategies learned during training.				
	[A 1.2.3] Provide Professional Development Description ----- *Provide a brief narrative of the proposed action step.* Provide ongoing professional development for teachers, administrators, instructional leaders, and support staff focused on implementing key instructional practice shifts that improve teaching and learning outcomes. These sessions will emphasize evidence-based instructional strategies, trauma-informed practices, and methods to increase student engagement and achievement—particularly in ELA. Guest speakers, content experts, and instructional coaches will be invited to lead select sessions, providing deeper insight and practical strategies that support both academic and social-emotional student needs. Training will help educators strengthen their pedagogical content knowledge, identify indicators of standard mastery, and plan rigorous, differentiated instruction aligned to Tennessee state standards. In addition to school-based professional learning, all teachers will engage in district-required professional development, completing 64 hours across District Learning Days, zone-level offerings, and educator-selected opportunities. These combined efforts will allow staff to study, apply, and	Dr. Steevon Hunter, Executive Principal; Rahnmann Slocum, Vice Principal; Heather Heard, Assistant Principal; Quintina Merriweather, PLC Coach ELA Admin Lead; Jonathan Ross & Tameka Boyce, ELA Teachers	05/21/2026	TAG 5.0	

	refine research-based practices that support student access to grade-level texts and promote long-term academic success across all classrooms. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meetings Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our ELA teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meetings will show 100% of our ELA teachers implementing 80% of strategies learned during training.				
	[A 1.2.4] Provide Comprehensive School Based, Local, and Out-of-Town Professional Development Opportunities for Teachers and Staff Description ----- *Provide a brief narrative of the proposed action step.*	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach ELA Admin Lead	05/21/2026	TAG 5.0	

	To support high-quality instruction and continuous professional growth, the school will provide comprehensive professional development opportunities at the school-based, local, and out-of-town levels. These experiences are designed to build educator capacity, strengthen instructional practices, and address the diverse academic and social-emotional needs of all students. * Teachers and staff will have opportunities to participate in professional development at the district, regional, state, and national levels to acquire new skills, understand evolving teaching methods, and learn best practices for addressing Tennessee state standards. * ELA Teachers will be provided targeted professional development opportunities for the use of new equipment, technology, and software aimed at enhancing classroom learning environments and improving student achievement * **Teachers and staff will participate in ongoing, yearlong professional development focused on integrating trauma-informed practices to improve classroom instruction. **Training will emphasize strategies that enhance student engagement, create supportive learning environments, and address diverse academic and social-emotional needs, ensuring effective teaching and improved student outcomes. * ELA Teachers will have professional development opportunities targeted towards standards-aligned instruction and understanding & unpacking state standards in order to move students beyond procedural fluency with emphasis on support of B/H/NA, ED, AA, SWD, and H subgroups. * Both ELA Teachers and the Inclusion Teachers who support them will receive support in evidenced-best practices and instructional strategies for increasing student engagement, working with SWD in the classroom setting, and addressing the achievement gaps within				
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	sub-groups. * These combined efforts aim to ensure continuous growth and high-quality instruction for all students. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meetings Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our ELA teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meetings will show 100% of our ELA teachers implementing 80% of strategies learned during training.				
	[A 1.2.5] Provide Parents with Training and Resources to Support Academic Achievement at Home Description ----- *Provide a brief narrative of the proposed action step.*	Dr. Steevon Hunter, Executive Principal; Rahnmann Slocum, Vice Principal; Heather	05/21/2026	TAG 5.0	

	Parents will be provided with meaningful access to academic standards, instructional strategies, and school processes that support and enhance their child's academic success. Through structured sessions, families will receive training and information aligned to Tennessee State Standards, ACT preparation, and the use of online instructional platforms such as PowerSchool, District Curriculum, Performance Matters, and MyAccess! Parents will also learn to navigate essential classroom technology and equipment—including computers, laptops, and calculators—and how to access supplementary learning materials for use at home. Additionally, sessions will introduce parents to key student data sources, helping them interpret assessment results and monitor academic progress. Families will also be informed about school-wide initiatives and trauma-informed practices to promote a safe, supportive learning environment. Communication, implementation, and impact will be documented through at least two parent contacts prior to each session, along with sign-in sheets, agendas, and parent surveys. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Sign-in sheets from quarterly events * Quarterly Parent Surveys Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*	Heard, Assistant Principal; Quintina Merriweather, PLC Coach ELA Admin Lead; Jonathan Ross & Tameka Boyce, ELA Teachers; Crystal Boyce, Family Engagement Specialist			
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	* Sign in sheets from quarterly events will show 5% increase in parental attendance and participation. * Parent surveys from quarterly events will result in a 5% increase in parental attendance and participation.				
[S 1.3] Provide support for early warning and multi-tiered student response systems Rationale ----- *Provide a rationale for choosing the strategy/intervention.* RTI2 Intervention classes for Reading and Math will be included in the Master Schedule. Per District, State, and Federal guidelines, students meeting the criteria for intervention will be scheduled based upon available roster space and with an emphasis in serving 9th and 10th grade students as a priority through use of small group and computerized instruction. Teachers, educational assistants, and interventionists will provide targeted interventions that focus on the Black, Black, Hispanic, and Native American, and Economically Disadvantaged subgroups. This will include differentiated assignments and grade level lessons to help bridge the achievement gap between grade level standards. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* Preliminary 2024-25 TCAP scores reflect a 11.1% proficiency rate in ELA. This is a 4.2% increase compared to fall school level formative assessment data.	[A 1.3.1] Implement RTI2 Intervention Literacy Classes Description ----- *Provide a brief narrative of the proposed action step.* RTI² intervention classes for literacy will be included in the master schedule. In alignment with District, State, and Federal guidelines, students who meet the criteria for ELA intervention will be scheduled based on available roster space, with priority given to 9th and 10th grade students. Instruction will be delivered through a combination of small group and computerized learning. RTI2 lead teachers, SPED teachers, educational assistants, and interventionists will provide targeted reading interventions, with a specific focus on supporting students in the Black, Hispanic, Native American, and Economically Disadvantaged subgroups. Interventions will include differentiated assignments and grade-level ELA lessons designed to close the achievement gap and support mastery of reading standards. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Progress Monitoring Assessments (iReady, AimsWeb, or comparable District platform) * Quarterly Formative Assessments (fall, winter and spring)	Dr. Steevon Hunter, Executive Principal; Rahnmann Slocum, Vice Principal; Heather Heard, Assistant Principal; Quintina Merriweather, PLC Coach ELA Admin Lead; Jonathan Ross & Tameka Boyce, ELA Teachers; Gabriel Schnell, Literacy RTI2 Teacher	05/21/2026	TAG 5.0	

TNReady and benchmark data reveal significant Reading and Math gaps, especially for priority subgroups. Previous RTI² results show that targeted, small-group interventions consistently drive growth, supporting continued use of RTI² classes to close achievement gaps. Benchmark Indicator **Implementation** ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Progress Monitoring Assessments (iReady, AimsWeb, or comparable District platform) * Quarterly Formative Assessment reports (fall, winter and spring) **Effectiveness** ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Bi-weekly (iReady, AimsWeb, or comparable District platform) Progress Monitoring assessments will show 5% increase for 20% of our intervention students. * Quarterly Formative Assessment reports will show 10% increase for 20% of our target and intervention students.	Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Bi-weekly (iReady, AimsWeb, or comparable District platform) Progress Monitoring assessments will show 5% increase for 20% of our intervention students. * Quarterly Formative Assessments will show 30% of our ELA students performing at 70% or above.				
	[A 1.3.2] Performance Matters Implementation Description ----- *Provide a brief narrative of the proposed action step.*	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach	05/21/2026	TAG 5.0	

	Performance Matters is a data-driven platform that supports instructional decision-making by providing detailed insights into student performance through standards-aligned assessments. The tool will be used by teachers, educational assistants, and interventionists to administer diagnostic and formative assessments, analyze results, and identify skill gaps in ELA. These insights will inform targeted interventions and instructional adjustments, particularly for students in the Black, Hispanic, Native American, and Economically Disadvantaged subgroups. Teachers will use the data to assign differentiated tasks and provide grade-level ELA lessons aimed at closing achievement gaps and improving mastery of Tennessee state standards. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Monthly Performance Matters Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Monthly Performance Matters Reports will show 10% increase for 20% of our ELA students. * Quarterly Formative Assessments will show 30% of our ELA students performing at 70% or above.	ELA Admin Lead; Deanna Dye, District ELA Instructional Coach; Jonathan Ross & Tameka Boyce, ELA Teachers			
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[G 2] Mathematics: Fairley High School will increase the percentage of students meeting and/or exceeding expectations in Math from 1.8% in 2023–24 to 5% in 2025–26, as measured by the TNReady End-of-Course assessment.

****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 ----- *Provide a rationale for choosing the strategy/intervention.* Teachers will intentionally plan and deliver standards-aligned, data-informed, tier 1 Math instruction that provides daily access to rigorous, grade-level content. Instruction will engage students in meaningful learning, promote critical thinking, activate prior knowledge through prerequisite skills, and support mastery of Tennessee Standards to ensure all students are prepared for college and career readiness. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* Preliminary 2024-25 TCAP scores reflect a 1.8% proficiency rate in Math. This is a 0.5% increase compared to fall school level formative assessment	[A 2.1.1] Math Enrichment Courses Description ----- *Provide a brief narrative of the proposed action step.* Selected math students will be enrolled in a Math Enrichment course focused on reinforcing skills from Algebra I, Geometry, and Algebra II. Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Quarterly Formative Assessments (fall, winter and spring) * Monthly Performance Matters Reports Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Quarterly Formative Assessments will show 30%	Dr. Steevon Hunter, Executive Principal; Heather Heard, AP Math Admin Lead; Sophia Foli, District Math Instructional Coach; Ephraim Graham, Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers; E. Holloway & K. Mills - School Counselor	05/21/2026	TAG 5.0 SIGG 2.0	

data. TNReady and benchmark data show that students are struggling to master grade-level Math standards, particularly in critical thinking and comprehension. Previous data indicates that consistent, standards-aligned Tier 1 instruction drives growth and improves readiness for college and career pathways. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Monthly Performance Matters Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Daily classroom observation data will show 100% of our Math teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our Math teachers implementing	of our Math students performing at 70% or above in their regular Math classes. * Monthly Progress Matters reports will show 10% increase for 20% of our target and intervention Math students.				
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	[A 2.1.2] Provide Support Resources to Improve Student Achievement and Enhance Instruction Description ----- *Provide a brief narrative of the proposed action step.* This action step focuses on acquiring, distributing, and implementing support resources that enhance student performance in mathematics and ensure equitable access for all learners. The goal is to address instructional gaps, limited foundational numeracy skills, and inconsistent engagement with problem-solving and complex math tasks. Resources may include supplemental materials such as instructional supplies, technology, software, manipulatives, calculators, printers and/or copy machines, student computer labs, mobile laptop carts, teacher desktops, computer applications, and interactive boards that support math instruction in both in-person and virtual settings. Technology will be provided through contractual agreements, leases, and purchases of equipment, programs, services, and software. Ongoing monitoring and feedback mechanisms will be used to ensure these resources effectively support math achievement and are accessible to all students, particularly those in underperforming or high-need subgroups. Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal Math Admin Lead; Quintina Merriweather, PLC Coach; Sophia Foli, District Math Instructional Coach; Ephraim Graham, Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers	05/21/2026	TAG 5.0 SIGG 2.0	

	frequency.?* * Daily Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Daily classroom observation data will show 100% of our Math teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our Math teachers implementing 100% of the resources and 80% of strategies learned during training. **Laptop Computers ($\\$675.69 \times 32 = 21,622.08$)** **Deployment for laptops ($13 \times 32 = \\$416$)** 71100-42900 Math Manipulatives (Algebra 1, Geometry, Algebra 2): 504998 - Fraction Dominoes $^{**}(15 \times \\$12.79 = 191.85)^{**}$ $^{**}(15 \times \\$11.26 = 168.90)^{**}$				
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	53511 - Math Bingo Set $4 \times \\$59.95 = 239.80$ $4 \times \\$52.76 = 211.04$ 506736 - Jumbo Magnetic Algebra Tiles $2 \times \\$42.95 = 85.90$ $2 \times \\$37.80 = 75.60$ 532846 - Real-Life Math: Algebra $2 \times \\$25.95 = 51.90$ $1 \times \\$22.84 = 22.84$ 534673 - I Have, Who Has? Angles Game: Grade 7+ $12 \times \\$8.95 = 107.40$ 520721 - Fractional Area Tiles - Set of 142 $4 \times \\$9.95 = 39.80$ $4 \times \\$8.76 = 35.04$ 504998 - I Have, Who Has? Equivalency, Ratios, and Proportions Game: Grade 7+ $12 \times \\$8.95 = 107.40$ $12 \times \\$7.88 = 94.56$ 520594 - Build & Solve Fraction Circles Activity Center Classroom Set $2 \times \\$87.95 = 175.90$ $2 \times \\$77.40 = 154.80$ 505000 - Equivalence Dominoes $15 \times \\$12.79 = 191.85$ $15 \times \\$11.26 = 168.90$ 520811 - Fraction Model Multipliers Activity Set $4 \times \\$27.95 = 111.80$ $4 \times \\$24.60 = 98.40$				
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	505129 - Angles Dominoes $^{**}(15 \times \\$12.79 = 191.85)^{**}$ $^{**}(15 \times \\$11.26 = 168.90)^{**}$ 520071 - 24® Game: Algebra/Exponents $^{**}(4 \times \\$22.95 = 91.80)^{**}$ $^{**}(4 \times \\$20.20 = 80.80)^{**}$ 534086 - Algebra Bingo: Grades 8+ $^{**}(6 \times \\$15.95 = 95.75)^{**}$ $^{**}(6 \times \\$14.04 = 84.24)^{**}$ 505273 - Algebra Dominoes $^{**}(15 \times \\$12.79 = 25.58)^{**}$ $^{**}(15 \times \\$11.26 = 168.90)^{**}$ 534085 - Fractions, Decimals, and Percents Bingo: Grades 4-8 $^{**}(4 \times \\$15.95 = 63.80)^{**}$ $^{**}(4 \times \\$14.04 = 56.16)^{**}$ 504672 - Geometry Match Games $^{**}(5 \times \\$27.79 = 138.95)^{**}$ $^{**}(5 \times \\$26.36 = 131.80)^{**}$ 506629 - Jumbo Magnetic Fraction Fluency Squares - Set of 41 $^{**}(2 \times \\$42.95 = 58.90)^{**}$ $^{**}(2 \times \\$37.80 = 75.60)^{**}$ 506628 - Jumbo Magnetic Fraction Fluency Circles - Set of 38 $^{**}(2 \times \\$36.95 = 73.90)^{**}$ $^{**}(2 \times \\$37.80 = 75.60)^{**}$ 520886 - Jumbo Magnetic Visual Number Talks				
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	Bars - Set of 100 $^{**}(2 \times \\$38.95 = 77.90)^{**}$ $^{**}(2 \times \\$41.32 = 82.64)^{**}$ 534895 - I Have, Who Has? Coordinate Plane Game: Grades 7+ $^{**}(15 \times \\$8.95 = 134.25)^{**}$ $^{**}(15 \times \\$7.88 = 118.20)^{**}$ 534893 - I Have, Who Has? Exponents and Roots Game: Grades 7+ $^{**}(15 \times \\$8.95 = 134.25)^{**}$ $^{**}(15 \times \\$7.88 = 118.20)^{**}$ 534892 - I Have, Who Has? Polynomials Game: Grades 7+ $^{**}(15 \times \\$8.95 = 134.25)^{**}$ 534754 - Dice Activities for Mathematical Thinking $^{**}(2 \times \\$18.95 = 37.90)^{**}$ $^{**}(2 \times \\$16.68 = 33.36)^{**}$ 504998 - GeoModel® Rectangular Prism Exploration Sets $^{**}(4 \times \\$12.95 = 51.80)^{**}$ $^{**}(4 \times \\$13.16 = 52.64)^{**}$ 501044 - 10-Minute Critical Thinking Activities for Algebra $^{**}(2 \times \\$25.95 = 51.90)^{**}$ $^{**}(2 \times \\$22.84 = 45.68)^{**}$ 500708 - 50 Pre-Algebra Activities $^{**}(2 \times \\$28.95 = 57.90)^{**}$ $^{**}(2 \times \\$25.48 = 50.96)^{**}$ 500846 - 61 Cooperative Learning Activities in Algebra 1 $^{**}(2 \times \\$33.95 = 67.90)^{**}$				
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	$(2 \times \\$29.88 = 59.76)$ 506459 - Math Stacks Inequalities Game: Grades 6-8 $(6 \times \\$8.95 = 53.70)$ $(6 \times \\$7.88 = 47.28)$ 520517 - Math Stacks Integers Game: Grades 6-8 $(6 \times \\$8.95 = 53.70)$ $(6 \times \\$7.88 = 47.28)$ 520519 - Math Stacks One-Step Algebra Game: Grades 6-8 $(6 \times \\$8.95 = 53.70)$ $(6 \times \\$7.88 = 47.28)$ 520520 - Math Stacks Two-Step Algebra Game: Grades 6-8 $(6 \times \\$8.95 = 53.70)$ $(6 \times \\$7.88 = 47.28)$ 534087 - Pre-Algebra Bingo: Grades 6-8 $(4 \times \\$15.95 = 63.80)$ $(4 \times \\$14.04 = 56.16)$ 520521 - Math Stacks Classroom Game, Set of 6 $(2 \times \\$56.95 = 113.90)$ $(2 \times \\$50.12 = 100.24)$ 520895 - Sum It Up! Sums of Fractions, Decimals, Integers $(4 \times \\$34.95 = 139.80)$ 504385 - Math Graffiti Poster Set - Algebra 1 $(2 \times \\$74.95 = 149.90)$ $(2 \times \\$65.96 = 131.92)$ 504386 - Math Graffiti Poster Set - Algebra 1 $(2 \times \\$74.95 = 149.90)$				
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	(2 x \$65.96 = 131.92) 504390 - Math Graffiti Poster Set - Algebra 2 **(2 x \$74.95 = 149.90)** **(2 x \$65.96 = 131.92)** 504389 - Math Graffiti Poster Set - Algebra 2 **(2 x \$74.95 = 149.90)** **(2 x \$65.96 = 131.92)** 504384 - Math Graffiti Poster Set – Pre-Algebra **(2 x \$74.95 = 149.90)** **(2 x \$65.96 = 131.92)** 504388 - Math Graffiti Poster Set - Geometry **(2 x \$74.95 = 149.90)** **(2 x \$65.96 = 131.92)** 534892 - Same but Different Cards: Fractions, Multiplication & Division and Place Value **(2 x \$16.49 = 32.98)** **(1 x \$14.51 = 14.51)** 520821 - FracTrack® Rational Numbers Activity Cards **(15 x \$7.95 = 119.25)** **(15 x \$7.00 = 105)** 520822 - FracTrack® Rational Numbers Activity Cards **(15 x \$7.95 = 119.25)** **(15 x \$7.00 = 105)** **Subtotal: \$4495.36**				
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	Shipping – **1072.33** **Total - \$5567.69** **Subtotal: \$3963.87** **Shipping: \$370.77** **Total - \$4334.64** 71100 - 330 IXL site license (Grades 9-12) Subjects: Math and ELA TIPS TIPS230105 **(500 x \$18 = \$9,000.00)** IXL - Foundations I for High School **(1 x \$695 = \$695)** **Subtotal: \$9,695.00**				
	[A 2.1.3] Conduct Quarterly Data Meetings Description ----- *Provide a brief narrative of the proposed action step.* Teachers will engage in structured data analysis using **Performance Matters** on a tri-weekly and quarterly basis (fall, winter, and spring) to guide instructional decisions, differentiate math instruction, and monitor progress toward mastery of Tennessee state standards. Data meetings will focus on analyzing multiple sources—including student work samples, classroom and school-wide trends, assessment performance, and instructional observation data—to identify strengths, gaps, and actionable next steps. This process will support the	Heather Heard, Assistant Principal Math Admin Lead; Sophia Foli, District Math Instructional Coach; Ephraim Graham, Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers	05/21/2026	TAG 5.0	

	integration of evidence-based instructional strategies and trauma-informed practices into math planning and delivery, ensuring that instruction remains rigorous, responsive, and supportive of students' academic and social-emotional needs. Collaborative discussions will guide reteaching, the use of supplemental resources, and adjustments to instruction—particularly for underperforming subgroups. Ongoing monitoring through walk-throughs, PLC minutes, formative assessments, and observation data will ensure fidelity of implementation and drive continuous improvement in math outcomes. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Monthly Performance Matters Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our Math teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional				
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	Learning Community (PLC) Meeting Minutes will show 100% of our Math teachers implementing 80% of strategies learned during training. * Monthly Performance Matters reports will show 10% increase for 20% of our target and intervention students. * Quarterly Formative Assessments will show 30% of our Math students performing at 70% or above.				
	[A 2.1.4] Conduct Weekly Collaborative Planning Meetings Description ----- *Provide a brief narrative of the proposed action step.* Teachers will engage in weekly content-specific collaborative planning meetings led by the administrative team to analyze upcoming math standards, assessments, and instructional goals. These sessions will focus on building teacher capacity and strengthening Tier 1 math instruction through alignment with the district curriculum and Tennessee state standards. Emphasis will be placed on implementing evidence-based math practices and trauma-informed strategies to support rigorous, inclusive instruction that meets the needs of all learners. Collaborative planning will include the intentional design of differentiated math lessons, integration of engagement strategies, and scaffolds to support diverse student populations. Teachers will engage in deliberate practice by rehearsing instructional delivery and receiving peer and administrative feedback to strengthen their instructional practice. Ongoing data analysis, reflection, and collaboration will drive planning and instructional decisions to ensure consistent, high-quality math instruction that improves student engagement and achievement across all math classrooms. Implementation	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal Math Admin Lead; Sophia Foli, District Math Instructional Coach; Ephraim Graham, Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers	05/21/2026	TAG 5.0	

	----- *Identify the indicator(s) used to measure implementation of the action step.* * Daily Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Daily classroom observation data will show 100% of our Math teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our Math teachers implementing 80% of strategies learned during training.				
	[A 2.1.5] Implement a Growth and Achievement Rewards and Incentives Program Description ----- *Provide a brief narrative of the proposed action step.* Establish a school-wide rewards and incentives program to recognize student growth, effort, and achievement in Math. The program will motivate students to engage more deeply with math content and build a positive academic culture. Recognition may include certificates, classroom rewards, honor roll acknowledgments, public recognition, prize	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal Math Admin Lead; Sophia Foli, District Math Instructional Coach; Ephraim	05/21/2026	TAG 5.0	

	drawings, participation in incentive-based events, etc. Focus will be placed on both academic improvement and meeting benchmarks on formative and diagnostic assessments. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Monthly Performance Matters Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Monthly Performance Matters reports will show 10% increase for 20% of our target and intervention students. * Quarterly Formative Assessments will show 30% of our Math students performing at 70% or above.	Graham, Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers			
	[A 2.1.6] Provide Additional Administrative Personnel Description ----- *Provide a brief narrative of the proposed action step.* To successfully implement the standards-aligned curricula, the hiring of 1/FTE Assistant Principal (additional administrative personnel) is critical. In addition to District expectations for administrative duties, the additional administrative staff will	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; Heather Heard, Assistant Principal; Math Teachers	05/21/2026	SIGG 2.0 TAG 5.0	

	support the operational and instructional needs of the school, ensuring that teachers and students have the resources necessary for successful curriculum adoption. The administrative personnel will manage tasks such as overseeing curriculum implementation, providing instructional support to educators, coordinating professional development, and ensuring alignment between instruction and standards. Their presence will help streamline processes, foster collaboration, and monitor progress to maintain the integrity and effectiveness of the curricula across all classrooms. (This position will be paid for out of the TAG 5.0 and can only be paid from Sept. - July, 2026.) Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Daily Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Daily classroom observation data will show 100% of our Math teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will				
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	show 100% of our Math teachers implementing 80% of strategies learned during training.				
[S 2.2] Provide support to ensure that an effective instructional model is implemented Rationale ----- *Provide a rationale for choosing the strategy/intervention.* To improve student achievement in mathematics and ensure equitable access to grade-level content, it is essential to implement a consistent, evidence-based instructional model across all math classrooms. Providing targeted support to teachers and instructional staff will help ensure that the model is applied with fidelity and aligned with district curriculum, state standards, and high-impact math practices. This support will include coaching, collaborative planning, and feedback structures designed to strengthen Tier 1 math instruction, differentiate for diverse learners, and integrate trauma-informed and engagement strategies. A coherent and well-supported instructional framework builds teacher capacity, promotes alignment across classrooms, and ensures that all students experience rigorous, high-quality math instruction that supports the development of critical numeracy skills and overall academic growth. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*	[A 2.2.1] Provide Ongoing Instructional Coaching Support Description ----- *Provide a brief narrative of the proposed action step.* Provide ongoing instructional coaching to support the consistent, school-wide implementation of a coherent math instructional model aligned to the district curriculum and Tennessee state standards. Coaching will focus on reinforcing key components such as standards alignment, mathematical reasoning and discourse, engagement strategies, and checks for understanding. Through modeling, co-teaching, observations, and/or feedback, coaches and administrative math leads will build teacher capacity to deliver strong Tier 1 math instruction using evidence-based and trauma-informed practices. Support will be tailored to improve alignment with the instructional model, strengthen lesson execution, and ensure all students—especially those in underperforming subgroups—receive equitable, high-quality math instruction that supports numeracy development and academic growth. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal Math Admin Lead; Sophia Foli, District Math Instructional Coach; Ephraim Graham, Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers	05/21/2026	TAG 5.0	

Preliminary 2024-25 TCAP scores reflect a 1.8% proficiency rate in Math. This is a 0.5% increase compared to fall school level formative assessment data. Analysis of TNReady and benchmark results shows inconsistent Tier 1 instruction and gaps in alignment to grade-level standards, contributing to low proficiency rates and uneven growth across subgroups. Prior data confirms that consistent, evidence-based instructional practices, supported by coaching and collaborative planning, improve instructional quality and student outcomes. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Monthly Performance Matters Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Weekly classroom observation data will show 100% of our Math teachers utilizing supplemental resources and implementing 80% of strategies learned during training.	Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our Math teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our Math teachers implementing 80% of strategies learned during training.				
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* Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our Math teachers implementing 80% of strategies learned during training. * Monthly Performance Matters reports will show 10% increase for 20% of our target and intervention students. * Quarterly Formative Assessments will show 30% of our Math students performing at 70% or above.					
	[A 2.2.2] Provide High-Quality Professional Learning Community Meetings Description ----- *Provide a brief narrative of the proposed action step.* High-quality Professional Learning Community (PLC) meetings are essential for fostering collaborative, data-driven improvement in math instruction. Teachers at Fairley High School have a common planning period built into the master schedule to fully engage in this work. During weekly math PLC meetings, teachers will analyze student work, review math-specific formative assessments, evaluate instructional strategies, and monitor student progress toward mastery of Tennessee math standards. These collaborative sessions provide the structure necessary to ensure instructional coherence, align math instruction to grade-level expectations, and address students' learning needs in real time. When grounded in evidence-based practices and focused on strengthening Tier 1 math instruction, PLCs build professional capacity, promote collective efficacy, and improve outcomes for all students—particularly those in underperforming subgroups. Implementation ----- *Identify the indicator(s) used to measure	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal Math Admin Lead; Sophia Foli, District Math Instructional Coach; Ephraim Graham, Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers	05/21/2026	TAG 5.0 SIGG 2.0	

	implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our Math teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meetings Minutes will show 100% of our Math teachers implementing 80% of strategies learned during training.				
	[A 2.2.3] Provide Professional Development Description ----- *Provide a brief narrative of the proposed action step.* Provide ongoing professional development for teachers, administrators, instructional leaders, and support staff focused on implementing key instructional practice shifts that improve math teaching and student outcomes. These sessions will emphasize evidence-based math strategies, trauma-informed practices, and methods to increase student engagement and achievement—particularly in mathematics. Guest speakers, content experts, and instructional coaches will lead select sessions to provide deeper	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal Math Admin Lead; Quintina Merriweather, PLC Coach; Sophia Foli, District Math Instructional Coach; Ephraim Graham,	05/21/2026	TAG 5.0 SIGG 2.0	

	insight and practical strategies that address both academic and social-emotional student needs. Training will support educators in strengthening their mathematical content knowledge, identifying indicators of standard mastery, and planning rigorous, differentiated math instruction aligned to Tennessee state standards. In addition to school-based professional learning, all teachers will participate in district-required professional development, completing 64 hours across District Learning Days, zone-level offerings, and educator-selected opportunities. These combined efforts will enable staff to study, implement, and refine research-based math practices that promote equitable access to grade-level content and long-term academic success for all students. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meetings Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our Math teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional	Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers			
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	Learning Community (PLC) Meetings will show 100% of our Math teachers implementing 80% of strategies learned during training.				
	[A 2.2.4] Provide Comprehensive School Based, Local, and Out-of-Town Professional Development Opportunities for Teachers and Staff Description ----- *Provide a brief narrative of the proposed action step.* To support high-quality math instruction and continuous professional growth, the school will provide comprehensive professional development opportunities at the school-based, local, and out-of-town levels. These experiences are designed to build educator capacity, strengthen instructional practices, and address the diverse academic and social-emotional needs of all students. * Teachers and staff will have opportunities to participate in professional development at the district, regional, state, and national levels to acquire new skills, explore evolving instructional methods, and learn best practices for addressing Tennessee math standards. * Math teachers will be provided targeted professional development on integrating new technology, equipment, and software to enhance classroom learning environments and improve student achievement in mathematics. * Teachers and staff will engage in ongoing, yearlong professional development focused on integrating trauma-informed practices to support positive learning environments, increase student engagement, and meet both academic and social-emotional needs. * Math teachers will receive focused training on standards-aligned instruction, including how to	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal Math Admin Lead; Quintina Merriweather, PLC Coach; Ephraim Graham, Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers	05/21/2026	TAG 5.0	

	unpack and teach state math standards with an emphasis on moving students beyond procedural fluency toward conceptual understanding—particularly in support of B/H/NA, ED, AA, SWD, and H subgroups. * Both math teachers and inclusion teachers who support them will receive training in evidence-based strategies for increasing student engagement, effectively serving students with disabilities (SWD), and addressing achievement gaps among student subgroups. * These combined efforts aim to ensure sustained professional growth and consistent delivery of rigorous, high-quality math instruction for all students. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meetings Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our Math teachers utilizing supplemental resources and implementing 80% of strategies learned during training.				
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	* Weekly Collaborative Planning/ Professional Learning Community (PLC) Meetings will show 100% of our Math teachers implementing 80% of strategies learned during training.				
	[A 2.2.5] Provide Parents with Training and Resources to Support Academic Achievement at Home Description ----- *Provide a brief narrative of the proposed action step.* Parents will be provided with meaningful access to academic standards, instructional strategies, and school processes that support and enhance their child's academic success. Through structured sessions, families will receive training and information aligned to Tennessee State Standards, ACT preparation, and the use of online instructional platforms such as PowerSchool, District Curriculum, and Performance Matters. Parents will also learn to navigate essential classroom technology and equipment—including computers, laptops, and calculators—and how to access supplementary learning materials for use at home. Additionally, sessions will introduce parents to key student data sources, helping them interpret assessment results and monitor academic progress. Families will also be informed about school-wide initiatives and trauma-informed practices designed to promote a safe, supportive learning environment. Communication, implementation, and impact will be documented through at least two parent contacts prior to each session, along with sign-in sheets, agendas, and parent surveys. Implementation ----- *Identify the indicator(s) used to measure	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal Math Admin Lead; Quintina Merriweather, PLC Coach; Ephraim Graham, Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers	05/21/2026	Title I TAG 5.0	

	implementation of the action step.* * Sign-in sheets from quarterly events * Quarterly Parent Surveys Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Sign in sheets from quarterly events will show 5% increase in parental attendance and participation. * Parent surveys from quarterly events will result in a 5% increase in parental attendance and participation.				
[S 2.3] Provide support for early warning and multi-tiered student response systems Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Implementing an early warning and multi-tiered response system allows the school to identify at-risk students early and provide targeted, data-driven interventions. By offering personalized learning activities, flexible pacing, and varied instructional strategies, the system addresses individual student needs, supports academic growth, and helps close achievement gaps. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is	[A 2.3.1] Implement RTI2 Intervention **Description** ----- *Provide a brief narrative of the proposed action step.* RTI² intervention classes for mathematics will be included in the master schedule. In alignment with District, State, and Federal guidelines, students who meet the criteria for math intervention will be scheduled based on available roster space, with priority given to 9th and 10th grade students. Instruction will be delivered through a combination of small-group and computer-assisted learning. RTI² lead teachers, SPED teachers, educational assistants, and interventionists will provide targeted math interventions, with a specific focus on supporting students in the Black, Hispanic, Native American, and Economically Disadvantaged subgroups. Interventions will include differentiated assignments and grade-level math lessons designed to close achievement gaps and support	Dr. Steevon Hunter, Executive Principal; Heather Heard, AP Math Admin Lead; Deanna Smith, RTI2 Teacher	05/21/2026	TAG 5.0	

a new strategy/intervention.* Preliminary 2024-25 TCAP scores reflect a 1.8% proficiency rate in Math. This is a 0.5% increase compared to fall school level formative assessment data. TNReady and benchmark data reveal significant Reading and Math gaps, especially for priority subgroups. Previous RTI² results show that targeted, small-group interventions consistently drive growth, supporting continued use of RTI² classes to close achievement gaps. Benchmark Indicator **Implementation** ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Progress Monitoring Assessments (iReady, AimsWeb, or comparable District platform) * Quarterly Formative Assessment reports (fall, winter and spring) **Effectiveness** ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Bi-weekly (iReady, AimsWeb, or comparable District platform) Progress Monitoring assessments will show 5% increase for 20% of our intervention students. * Quarterly Formative Assessment reports will show 10% increase for 20% of our target and intervention students.	mastery of Tennessee math standards. **Implementation** ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Progress Monitoring Assessments (iReady, AimsWeb, or comparable District platform) * Quarterly Formative Assessment reports (fall, winter and spring) **Effectiveness** ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Bi-weekly (iReady, AimsWeb, or comparable District platform) Progress Monitoring assessments will show 5% increase for 20% of our intervention students. * Quarterly Formative Assessment reports will show 10% increase for 20% of our target and intervention students.				
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	[A 2.3.2] Performance Matters Implementation Description ----- *Provide a brief narrative of the proposed action step.* Performance Matters is a data-driven platform that supports instructional decision-making by providing detailed insights into student performance through standards-aligned assessments. The tool will be used by teachers, educational assistants, and interventionists to administer diagnostic and formative assessments, analyze results, and identify skill gaps in mathematics. These insights will inform targeted math interventions and instructional adjustments, particularly for students in the Black, Hispanic, Native American, and Economically Disadvantaged subgroups. Teachers will use the data to assign differentiated tasks and deliver grade-level math instruction aimed at closing achievement gaps and improving mastery of Tennessee math standards. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Monthly Performance Matters Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal Math Admin Lead; Sophia Foli, District Math Instructional Coach; Ephraim Graham, Chaitanya Bhukya, & Geo Proximity Teacher – Math Teachers	05/21/2026		
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	* Monthly Performance Matters Reports will show 10% increase for 20% of our ELA students. * Quarterly Formative Assessments will show 30% of our ELA students performing at 70% or above.				
[G 3] College and Career Readiness: Fairley High School will increase the percentage of Ready Graduates to 38% in 2026, up from 28.2% in 2025 and increase the graduation rate to 98% in 2026, up from 96.5% in 2025.. **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 3.1] Provide Equitable Access to Early Post-Secondary Opportunities Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Develop and expand a wide range of opportunities for students to access Early Post-Secondary Opportunities (EPSO) and advanced academic courses while enrolled in high school to increase college and career readiness. This includes broadening access to dual enrollment programs, Advanced Placement (AP) courses, industry-recognized certification pathways, as well as career-based learning experiences such as internships and job shadowing. These opportunities will allow students to earn college credit, gain real-world experience in high-demand fields, and build critical skills for success beyond high school.	[A 3.1.1] Promote Early College Programs Description ----- *Provide a brief narrative of the proposed action step.* Expand and actively promote participation in Early College programs through partnerships with Bethel University and Southwest Tennessee Community College (SWTCC) to increase access to early postsecondary opportunities for students who qualify. This initiative addresses a critical gap in college and career readiness by providing students—many of whom lack exposure to advanced academic pathways—with the opportunity to earn college credit while still in high school. In doing so, we not only increase our Ready Graduate rate but also help build students' confidence, academic preparation, and motivation to pursue postsecondary education. These	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach AP Coordinator; Retha Bell and Kelley Greene, Graduation Coaches; E. Holloway & K. Mills, Professional School Counselors	05/21/2026		

To ensure equitable access and student success, Fairley High School will also provide support services such as tutoring, academic counseling, and mentorship. By strengthening the EPSO framework and fostering a culture of high academic achievement, the school aims to boost graduation rates and increase the number of Ready Graduates prepared for both college and competitive career pathways. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The average ACT composite for the 2025 cohort was 14.1% compared to 13.8% for ACT mock assessments. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.* * Semester Review of Advanced Academics Course Offerings * Quarterly Review of Student Enrollment in Advanced Academics Courses * Semester Review of AP Tutoring Participation Effectiveness ----- *How will the turnaround strategy/intervention be	experiences can reduce the time and cost of college while reinforcing a clear pathway to success beyond high school. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Quarterly Identification and Recruitment Data for Early College Programs * Monthly Enrollment Data for Early College Programs Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Quarterly recruitment data will show a 10% increase in the number of scholars identified and recruited for Early College programs compared to the previous year. * Monthly enrollment data will show that at least 80% of enrolled scholars successfully earn post-secondary college credit, demonstrating the effectiveness of the Early College program in preparing students for college coursework while still in high school.				
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monitored for effectiveness toward increasing student achievement, including the frequency?* * Semester review data will show a 5% increase in the number of Advanced Academics courses offered compared to the previous year. * Quarterly reviews will show that at least 30% of students enrolled in Advanced Academics courses achieve a grade of 70% or above, with a 5% improvement in AP exam success rates compared to the previous year. * Semester review data will show that 75% of students participating in AP tutoring will demonstrate improved course grades, with at least 20% achieving an AP exam score of 3 or above, compared to the previous semester.					
	[A 3.1.2] Increase Ready Graduate Rates Description ----- *Provide a brief narrative of the proposed action step.* To increase Fairley High School's **Ready Graduate Rate** and close gaps in postsecondary preparation, the school will implement targeted strategies to expand access to **early postsecondary opportunities (EPSOs)**. This includes increasing enrollment in **industry certification pathways** through CTE programs like **Cosmetology** and **Automotive Mechanics**, with support structures to ensure students complete the necessary coursework and credentialing assessments. Additionally, the school will offer **structured ASVAB preparation** and **career exploration opportunities** to build awareness, motivation, and performance—especially for students not currently on track for college-aligned EPSOs. **Graduation Coaches and Counselors** will routinely analyze student transcripts to identify those nearing EPSO	Dr. Steevon Hunter, Executive Principal; Retha Bell & Kelley Greene, Graduation Coaches; E. Holloway & K. Mills - Professional School Counselors	05/21/2026		

	completion and will proactively enroll them in qualifying opportunities such as **dual credit courses**, **certification programs**, or **ASVAB preparation**. This targeted, data-driven approach directly responds to the school's identified root causes by increasing access, readiness, and structured support for postsecondary success. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Quarterly ASVAB Score Data and EPSO Tracking * Biannual Transcript Evaluation by Graduation Coaches & Counselors Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Quarterly ASVAB and EPSO tracking data will show 100% of students who have scored 31 or higher on the ASVAB are enrolled in at least two EPSOs, demonstrating effective identification and support for Ready Graduate status. * Biannual transcript review data will show that at least 90% of eligible students have successfully earned credits in two or more EPSOs, ensuring alignment with Ready Graduate requirements and				
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	improving overall student readiness for post-secondary success.				
	[A 3.1.3] Provide Differentiated Instruction through Honors Courses, AP Courses, and/ or Dual Enrollment Description ----- *Provide a brief narrative of the proposed action step.* Fairley High School will provide students with opportunities to strengthen academic rigor and college readiness by enrolling in **Honors English I, II, III, and IV**, as well as **Dual Enrollment and AP English courses**. These advanced pathways are designed to challenge students beyond foundational skills, build college-level reading and writing proficiency, and offer opportunities to earn **early college credit**. By expanding access to rigorous coursework, the school aims to increase student confidence, engagement, and success in postsecondary environments. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Semester Review of Advanced Academics Course Offerings * Quarterly Review of Student Enrollment in Advanced Academics Courses * Semester Review of AP Tutoring Participation Effectiveness ----- *Identify the benchmark(s) to be used to measure	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach AP Coordinator; E. Holloway & K. Mills - Professional School Counselors	05/21/2026		

	effectiveness toward increasing student achievement.* * Semester review data will show a 5% increase in the number of Advanced Academics courses offered compared to the previous year. * Quarterly reviews will show that at least 30% of students enrolled in Advanced Academics courses achieve a grade of 70% or above, with a 5% improvement in AP exam success rates compared to the previous year. * Semester review data will show that 75% of students participating in AP tutoring will demonstrate improved course grades, with at least 20% achieving an AP exam score of 3 or above, compared to the previous semester.				
[S 3.2] Provide Career Exploration and Work-Based Learning Opportunities Rationale ----- *Provide a rationale for choosing the strategy/intervention.* The goal is to build a bridge between academic learning and the workforce, ensuring students are better prepared for postsecondary education or entering their chosen career fields directly after high school. With a Ready Graduate Rate of 28.2%, Fairley High School aims to increase the number of students meeting this benchmark by expanding access to meaningful college and career readiness opportunities. Career exploration tools, individualized career counseling, and exposure to diverse industries will help students identify their strengths, interests, and goals. This comprehensive approach encourages students to actively engage in their career development and explore pathways that align with their personal and professional aspirations. The strategy is designed to expose students to a wide	[A 3.2.1] Provide College & Career Fairs/ Tours Description ----- *Provide a brief narrative of the proposed action step.* * **Host Career Fairs and Workshops - **Organize on-campus or virtual career fairs where community leaders and speakers as well as local businesses, industries, and professionals can connect with students. Offer workshops that provide insights into various career paths, resume writing, and interview techniques. * **Host College Fairs and Workshops - **Organize on-campus or virtual college fairs where representatives from a variety of colleges and universities, including local, regional, and national institutions, can connect with students. The event will allow students to explore a wide range of post-secondary options, engage in one-on-one conversations with admissions officers, and gather information about academic programs, campus life, financial aid, and scholarship opportunities. In addition to meeting with college representatives, workshops will be offered to guide students through	Dr. Steevon Hunter, Executive Principal; Retha Bell & Kelley Greene, Graduation Coaches; CCTE Teachers; E. Holloway & K. Mills - Professional School Counselors; Nia Neely, Library & Media Specialist	05/21/2026	TAG 5.0 SIGG 2.0	

range of career options and real-world work experiences, empowering them to make informed decisions about their futures. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The average ACT composite for the 2025 cohort was 14.1% compared to 13.8% for ACT mock assessments. This is an existing strategy. Fairley High School has seen significant growth in preparing students for postsecondary opportunities, but many students still lack consistent access to early postsecondary options or work-based learning experiences. Expanding career exploration, individualized counseling, and industry partnerships will help build on this progress and ensure more students graduate ready for college or careers. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Semester review of student transcripts Effectiveness ----- *How will the turnaround strategy/intervention be	key aspects of the college application process, such as writing personal statements, preparing for entrance exams, and navigating financial aid options. These fairs provide students with the resources and support they need to make informed decisions about their higher education journey. * **Provide Local and Out of Town College Campus Tours - **Provides students with opportunities to tour local and out-of-town colleges and universities. Guided tours allow students to experience campus life, interact with faculty and peers, and explore academic programs and facilities. These visits broaden their understanding of different college environments, aiding informed decisions about post-secondary options. Exploring diverse campuses enhances awareness of geographical and cultural experiences, inspiring students to set educational goals and prepare for college applications. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Biannual College & Career Fair Participation Data * Quarterly College Corner Engagement Data * College Tour Participation and Impact Data Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Biannual data will show that 90% of students in				
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monitored for effectiveness toward increasing student achievement, including the frequency?* * Semester review student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%.	grades 9-12 attended the College & Career Fairs, with post-event surveys indicating that at least 75% of students feel more informed about their college and career options. * Quarterly data will show that at least 80% of Fairley High School students participated in College Corner events, with 70% of attendees reporting an increase in knowledge about post-secondary opportunities. * Biannual reports will show that 100% of participating students attended at least one college campus tour, with post-tour surveys indicating that 80% of students gained valuable insights into post-secondary education, influencing their future.				
	[A 3.2.2] Provide Career Exploration and Work-Based Learning Opportunities Description ----- *Provide a brief narrative of the proposed action step.* Provide students with early exposure to college and career planning by helping them identify their interests and aspirations. Offer a range of meaningful on-campus and off-campus experiences that introduce students to a variety of career paths and help them gain practical insight into the world of work. As students enter high school, ensure they are supported in refining their goals and accessing opportunities such as internships, job shadowing, apprenticeships, and industry experiences. These efforts will lay a strong foundation for long-term planning, increase motivation, and better prepare students for life beyond graduation. * **Host Career Fairs and Workshops - **Organize on-campus or virtual career fairs where local businesses, industries, and professionals can connect with students. Offer workshops that provide insights into various career paths, resume	Dr. S.teevon Hunter Executive Principal; CCTE Teachers; Retha Bell & Kelley Greene, Graduation Coaches; Nia Neely, Library & Media Specialist; E. Holloway & K. Mills, Professional School Counselors	05/21/2026	TAG 5.0 SIGG 2.0	

	writing, and interview techniques. * **Implement Job Shadowing Programs - **Collaborate with local businesses and organizations to create job shadowing opportunities, enabling students to experience real-world workplaces and learn about diverse professions. * **Create Internship and Apprenticeship Partnerships - **Partner with companies, nonprofits, and government agencies to develop internship and apprenticeship programs that offer hands-on work experience for students. * **Integrate Career Exploration into the Curriculum - **Develop coursework or elective classes that focus on career exploration, including modules on industry trends, emerging fields, and the skills required for various jobs. * **Offer Career Assessments and Counseling - **Provide students with access to career assessment tools to help them identify their strengths, interests, and potential career paths. Pair these tools with individualized counseling to assist students in the decision-making process. * **Develop a Mentorship Program - **Establish a mentorship initiative where professionals from various industries can offer guidance to students interested in their fields, providing advice and networking opportunities. * **Utilize Career Exploration Software and Platforms - **Introduce students to career exploration platforms and resources that provide interactive methods to learn about different opportunities, including virtual tours, industry interviews, and skills assessments. * **Organize Company Visits and Field Trips - **Arrange visits to local businesses, manufacturing facilities, or tech hubs to give students a firsthand experience of different work environments and career choices. * **Promote Early Exposure to Career and Technical Education (CTE) - **Encourage enrollment in CTE programs that provide training in				
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	high-demand fields, promoting these programs through informational sessions and recommendations from guidance counselors. * **Engage Alumni as Career Role Models - **Invite successful alumni from various careers to speak with students about their experiences, share valuable advice, and provide insights into their respective fields. * **Highlight Career Resources on School Website and Social Media - **Regularly update the school website and social media channels with information about upcoming career exploration events, job shadowing opportunities, internships, and other resources available for students. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Semester review of student transcripts Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Semester review student transcripts will reveal that the overall distribution rate of students attaining 1 industrial certification and 2 EPSOs will increase by 5%.				
[S 3.3] Provide Effective Transisitons (Middle to High School to Post Secondary) Rationale -----	[A 3.3.1] Summer Middle to High Transition Parent Orientation Description -----	Evelyn Holloway & Kimberly Mills, Professional	05/21/2026	TAG 5.0 SIGG 2.0	

Provide a rationale for choosing the strategy/intervention. Preparing students, families, and educators for key transition points—such as moving from middle to high school or from high school to postsecondary pathways—is essential to ensuring long-term academic and personal success. Programs and initiatives that support these transitions help students adjust to new expectations, environments, and responsibilities with confidence. By equipping students with the academic, social-emotional, and logistical tools needed at each stage, and engaging parents and educators in the process, the school fosters a more seamless and supportive progression from one level of education to the next. This approach also strengthens postsecondary readiness and encourages students to remain focused on their long-term goals. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The average ACT composite for the 2025 cohort was 14.1% compared to 13.8% for ACT mock assessments. This is an existing strategy that was not fully implemented last year. Data shows ongoing challenges during key transition points, reinforcing the need for structured support to improve academic readiness and postsecondary preparation. Benchmark Indicator Implementation	*Provide a brief narrative of the proposed action step.* School counselors will lead a parent orientation for families of incoming 9th grade students, providing essential information on graduation requirements, strategies for building a strong academic foundation, available college and career readiness opportunities, and key high school policies and procedures. This event will help families feel informed, supported, and equipped to guide their students through a successful transition into high school. Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Annual Review of Parent and Student Survey Data Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Annual reviews of parent and student surveys will show that 85% of respondents report satisfaction with the transition programs, indicating their effectiveness in easing transitions between grade levels and educational placements.	School Counselors			
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----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Semester Reviews of Transition Program Initiatives * Annual Review of Parent and Student Survey Data Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Semester reviews will confirm that 90% of students transitioning between middle and high school, and high school to post-secondary education, are enrolled in appropriate courses and educational placements, ensuring alignment with their academic and career goals. * Annual reviews of parent and student surveys will show that 85% of respondents report satisfaction with the transition programs, indicating their effectiveness in easing transitions between grade levels and educational placements.					
	[A 3.3.2] Middle to High 9th Grade Summer Program Description ----- *Provide a brief narrative of the proposed action step.* Fairley High School will provide the incoming 9th graders to participate in a summer orientation in which they will learn about our 9th Grade Academy	Quintina Merriweather, PLC Coach; Evelyn Holloway & Kimberly Mills, Professional School Counselors	05/21/2026	TAG 5.0 SIGG 2.0	

	and expectations, as well as, support in increase ELA and Math skills. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Semester Reviews of Transition Program Initiatives * Annual Review of Parent and Student Survey Data Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Semester reviews will confirm that 90% of students transitioning between middle and high school, and high school to post-secondary education, are enrolled in appropriate courses and educational placements, ensuring alignment with their academic and career goals. * Annual reviews of parent and student surveys will show that 85% of respondents report satisfaction with the transition programs, indicating their effectiveness in easing transitions between grade levels and educational placements.				
	[A 3.3.3] Implement a National College Signing Day Description ----- *Provide a brief narrative of the proposed action step.*	Retha Bell & Kelley Greene, Graduation Coaches; Evelyn Holloway & Kimberly Mills, Professional	05/21/2026	TAG 5.0 SIGG 2.0	

	Fairley High School will celebrate senior students who have been accepted into postsecondary institutions or awarded scholarships by hosting College Signing Days recognizing achievements in Academics, Athletics, and the Arts. These events will honor students' accomplishments and highlight their postsecondary commitments. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* Semester documentation and review senior postsecondary commitments (college, career, or military) Annual documentation for student participation in College Signing Day Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Semester documentation and review of senior postsecondary commitments will confirm that 90% of seniors with college, career, or military commitments are recognized during College Signing Day events. Annual documentation of student participation in College Signing Day will show a year-over-year increase in the percentage of seniors with documented postsecondary commitments and in the total scholarship dollars awarded.	School Counselors			
	[A 3.3.4] 9th & 12th Grade Commitment Ceremony Description	Dr. Steevon Hunter, Executive	05/21/2026	TAG 5.0	

	----- *Provide a brief narrative of the proposed action step.* Fairley High School will host a Commitment Ceremony for both 9th and 12th grade students. For 9th graders, the event will emphasize the importance of consistent attendance, academic perseverance, credit attainment, and active involvement in school activities. Each student will identify three adult supporters—such as teachers, Professional School Counselors, Graduation Coaches, the Behavior Specialist, the PLC Coach, and members of the Administrative Staff—who will serve as mentors and advocates throughout their high school journey. For 12th graders, the ceremony will serve as a formal declaration of their commitment to graduating. It will celebrate their progress and reinforce the support systems in place to help them stay on track and successfully transition into postsecondary opportunities. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Annual documentation and review 12th-grade graduation commitment forms * Document and review 9th-grade commitment forms and mentor assignments each semester. Effectiveness ----- *Identify the benchmark(s) to be used to measure	Principal; Q. Merriweather, PLC Coach; Retha Bell & Kelley Greene, Graduation Coaches; E. Holloway & K. Mills - Professional School Counselors				
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	effectiveness toward increasing student achievement.* * Annual documentation and review of 12th-grade commitments will confirm that at least 90% of seniors remain on track for graduation. * Semester documentation and review of 9th-grade commitments will confirm that at least 80% of freshmen are actively engaged with their assigned mentor.				
[S 3.4] Provide ACT Prepration Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Many students at Fairley High School are within reach of meeting ACT college readiness benchmarks but lack the academic support, test-taking strategies, and stamina needed to achieve a composite score of 21. By providing targeted instruction and skill-building to students in the 16–20 ACT composite range, the school will address persistent content gaps, reduce test anxiety, and increase familiarity with test structure. These supports are critical for improving post-secondary opportunities and raising the Ready Graduate rate, especially for students who have not yet qualified through other early postsecondary pathways. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The average ACT composite for the 2025 cohort was 14.1% compared to 13.8% for ACT mock	[A 3.4.1] Provide ACT Prep courses for 10th, 11th and 12th grade scholars Description ----- *Provide a brief narrative of the proposed action step.* Fairley High School will provide ACT Prep courses to 10th, 11th, and 12th grade scholars through the master schedule and modified block scheduling. Additionally, students across all grade levels will have access to a district-approved ACT preparation platform designed to support skill development and test readiness. To further support student success, the school will purchase ACT prep books, practice materials, and other instructional resources that align with tested content areas and support individualized skill-building. The school's district-trained ACT administrators will implement a comprehensive, school-wide plan to embed ACT-aligned strategies into instruction, with a primary focus on supporting 10th and 11th grade students in achieving college and career readiness benchmarks. Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?*	Dr. Steevon Hunter, Executive Principal; Evelyn Holloway & Kimberly Mills, Professional School Counselors; Quintina Merriweather, PLC Coach	05/21/2026	TAG 5.0 SIGG 2.0	

assessments. This existing strategy is supported by ACT data showing Fairley High School's average composite score is 14, well below the college readiness benchmark of 21. Students who participated in last year's ACT bootcamp showed noticeable score improvements, showing that targeted instruction and test-prep strategies can improve performance and increase the number of students meeting ACT benchmarks, thereby strengthening the school's Ready Graduate rate. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Semester attendance roster reviews of ACT workshops. * Semester review of ACT practice test data Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Semester attendance roster reviews of ACT workshops will show a 10% increase in student attendance. * Semester review of ACT practice test data will show 20% of our students who participated in test prep initiatives increasing in performance by 10%.	* Semester attendance roster reviews of ACT workshops. * Semester review of ACT practice test data Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Semester attendance roster reviews of ACT workshops will show a 10% increase in student attendance. * Semester review of ACT practice test data will show 20% of our students who participated in test prep initiatives increasing in performance by 10%.				
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	[A 3.4.2] Provide Access to District, School-based, and Local High-Quality ACT Prep Workshops Description ----- *Provide a brief narrative of the proposed action step.* The school will offer students access to high-quality ACT preparation workshops designed to enhance their understanding of key test components and improve their test-taking strategies. These workshops will focus on specific sections of the ACT (English, Math, Reading, and Science), providing in-depth instruction on content areas, targeted practice sessions, and strategies for managing time and improving stamina, guessing strategies, test format familiarity, etc. Facilitated by trained, experienced educators or external experts, the workshops will incorporate evidence-based techniques to help students achieve higher scores. By participating, students will gain confidence, reduce test anxiety, and improve their performance on the ACT, contributing to higher readiness and success rates. * Students will attend and engage in the **Jane Ross ACT Prep** and **ACT UP!** workshop and receive **student workbooks** targeting English, Math, Reading, and Science strategies to improve content understanding, enhance time management, and build test-taking confidence. By participating, students will be better equipped to tackle the ACT, leading to higher scores, increased college readiness, and greater opportunities for scholarships and admissions. * Students will participate in **ACT Blitz workshops** provided by the school and outside agencies for intensive review of key ACT content areas and test-taking strategies in English, Math, Reading, and Science. Through targeted practice,	Quintina Merriweather, PLC Coach; Retha Bell & Kelley Greene, Graduation Coaches	05/21/2026	TAG 5.0 SIGG 2.0	
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	theses high-impact, fast-paced sessions will aim to boost understanding, identify strengths and weaknesses, enhance confidence, improve ACT scores, and prepare students for college admissions and scholarships. * Students will benefit from attending **ACT workshops provided by local organizations, universities, community colleges, and tutoring centers**, especially on a college campus. These sessions provide expert instruction and test prep tools strengthen ACT skills, and boost test-taking strategies, while also giving students firsthand exposure to college life. This helps improve their ACT scores, college readiness, and scholarship opportunities. * The school will enroll in community and **District wide ACT workshops**. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Quarterly attendance roster reviews of ACT workshops. * Quarterly review of ACT practice test data. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Quarterly attendance roster reviews of ACT workshops will show a 10% increase in student attendance.				
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	* Quarterly review of ACT practice test data will show 20% of our students who participated in test prep initiatives increasing in performance by 10%.				
	[A 3.4.3] Conduct Quarterly Collaborative Meetings Description ----- *Provide a brief narrative of the proposed action step.* Teachers will participate in content-specific ACT preparation meetings with the administrative team lead to analyze ACT standards and test components for the upcoming week. Using evidence-based best practices, these collaborative sessions will focus on aligning instruction with ACT benchmarks, implementing targeted strategies for improving student performance in the ACT's subject areas (English, Math, Reading, and Science), and addressing diverse learner needs. Teachers will engage in deliberate practice, applying research-backed test prep methods, and receive targeted feedback to enhance student readiness. The aim is to provide high-quality, differentiated instruction that boosts student engagement and achievement on the ACT. Continuous reflection and data-driven decision-making will be integral to improving ACT outcomes. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Daily classroom observation data from the school-wide classroom walk-through protocol	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; Heather Heard, Assistant Principal	05/21/2026	TAG 5.0 SIGG 2.0	

	focused on ACT preparation strategies. * Weekly Collaborative Planning/Professional Learning Community (PLC) meetings for ACT preparation and strategy alignment. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Daily classroom observation data will show 100% of teachers utilizing ACT prep resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/Professional Learning Community (PLC) meetings will show 100% of teachers implementing 80% of ACT prep strategies learned during training.				
	[A 3.4.4] Provide Access to Parental Workshops Description ----- *Provide a brief narrative of the proposed action step.* Provide parents with access to resources and strategies specifically designed to improve their child's ACT performance. During the workshops, parents will receive information and training on ACT-focused strategies aligned with TN State Standards, as well as guidance on using online platforms that support ACT preparation. Parents will also learn how to effectively use supplementary materials, technology, and equipment, such as computers, laptops, and calculators, to support ACT study efforts. In addition, they will be shown how to access supplementary materials for ACT prep at home. Communication, implementation,	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach	05/21/2026	TAG 5.0 SIGG 2.0	

	and impact will be tracked through at least two parental communications prior to the workshops, sign-in sheets, agendas, and parent surveys. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Sign-in sheets from quarterly events * Quarterly Parent Surveys Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Sign in sheets from quarterly events will show 5% increase in parental attendance and participation. * Parent surveys from quarterly events will result in a 5% increase in parental attendance and participation.				
[G 4] Science: Fairley High School will increase the percentage of students meeting and/or exceeding expectations in Science from 8.3% in 2023–24 to 16.6% in 2025–26, as measured by the TNReady End-of-Course assessment. **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 4.1] Support implementation of standards aligned curricula Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Teachers will intentionally plan and deliver standards-aligned, data-informed, tier 1 Science instruction that provides daily access to rigorous, grade-level content. Instruction will engage students in meaningful learning, promote critical thinking, activate prior knowledge through prerequisite skills, and support mastery of Tennessee Standards to ensure all students are prepared for college and career readiness. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* New Strategy Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Quarterly Formative Assessments (fall, winter and spring)	[A 4.1.1] Science Enrichment Course Description ----- *Provide a brief narrative of the proposed action step.* Select students will be enrolled in an Science Enrichment course in which students will focus on skills taught in their Biology. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Quarterly Formative Assessments (fall, winter and spring) * Monthly Performance Matters Reports Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Quarterly Formative Assessments will show 30% of our Science students performing at 70% or above in their regular ELA classes. * Monthly Progress Matters reports will show 10% increase for 20% of our target and intervention Science students.	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; Amber Bush, Biology Teacher; E. Holloway & K. Mills, Professional School Counselors	05/21/2026		
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Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Daily classroom observation data will show 100% of our science teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our science teachers implementing 80% of strategies learned during training. * Quarterly Formative Assessments will show 30% of our science students performing at 70% or above.					
	[A 4.1.2] Provide Support Resources to Improve Student Achievement and Enhance Instruction Description ----- *Provide a brief narrative of the proposed action step.* This action step focuses on acquiring, distributing, and implementing support resources that enhance student performance and ensure equitable access for all students. The goal is to address instructional gaps, limited foundational literacy skills, inconsistent engagement with complex texts, and access to tools that support high-quality instruction. These resources may include supplemental materials such as instructional supplies, technology, software, manipulatives, printers and/or copy machines, student computer labs, mobile laptop carts, teacher desktops, computer applications, and interactive boards that promote student engagement through in-person and/or virtual instruction. Note: Technology will be provided through contractual agreements, leases,	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; Amber Bush, Biology Teacher	05/21/2026	TAG 5.0 SIGG 2.0	

	and purchases of equipment, programs, services, and software. Continuous monitoring and feedback mechanisms will be implemented to ensure that the resources are effective in improving student achievement and accessible to all students, particularly those in under-performing or high-need subgroups. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Daily Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Daily classroom observation data will show 100% of our Science teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Quarterly Formative Assessments will show 30% of our Science students performing at 70% or above. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our Science teachers implementing 100% of the resources and 80% of strategies learned during training.				
	[A 4.1.3] Conduct Quarterly Data Meetings Description -----	Dr. Steevon Hunter, Executive	05/21/2026	TAG 5.0 SIGG 2.0	

	Provide a brief narrative of the proposed action step. Teachers will engage in structured data analysis using Performance Matters on a tri-weekly and quarterly basis (fall, winter, and spring) to guide instructional decisions, differentiate instruction, and monitor progress toward mastery of Tennessee state standards. Data meetings will focus on analyzing multiple sources—including student work samples, classroom and school-wide trends, assessment performance, and instructional observation data—to identify strengths, gaps, and actionable next steps. The process will support the integration of evidence-based instructional strategies and trauma-informed practices into planning and delivery, ensuring instruction is both academically rigorous and responsive to students' social-emotional needs. This collaborative work will help ensure that teaching remains high-quality, standards-aligned, and student-centered. Results will inform reteaching, use of supplemental resources, and instructional adjustments—particularly for underperforming subgroups. Ongoing monitoring through walk-throughs, PLC minutes, formative assessments, and observation data will ensure fidelity of implementation and drive continuous improvement in student outcomes. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Quarterly Formative Assessments (fall, winter and	Principal; Quintina Merriweather, PLC Coach; District Science Instructional Coach; Amber Bush, Biology Teacher			
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	spring) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Daily classroom observation data will show 100% of our science teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our science teachers implementing 80% of strategies learned during training. * Quarterly Formative Assessments will show 30% of our science students performing at 70% or above.				
	[A 4.1.4] Conduct Weekly Collaborative Planning Meetings Description ----- *Provide a brief narrative of the proposed action step.* Teachers will engage in weekly content-specific collaborative planning meetings led by the administrative team lead to analyze upcoming standards, assessments, and instructional goals. These sessions will focus on building teacher capacity and strengthening Tier 1 instruction through alignment to district curriculum and Tennessee state standards. Emphasis will be placed on implementing evidence-based practices and trauma-informed strategies to support rigorous, inclusive instruction that meets the needs of all learners. Collaborative planning will include the intentional design of differentiated lessons, integration of engagement strategies, and scaffolds for diverse student populations. Teachers will	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; District Science Instructional Coach; Amber Bush, Biology Teacher	05/21/2026	TAG 5.0 SIGG 2.0	

	engage in deliberate practice by rehearsing instructional delivery and receiving peer and administrative feedback to refine their craft. Ongoing data analysis, reflection, and collaboration will drive instructional decisions to ensure consistent, high-quality teaching that improves student engagement and achievement across all Science classrooms. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Daily Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Daily classroom observation data will show 100% of our science teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our science teachers implementing 80% of strategies learned during training.				
	[A 4.1.5] Implement a Growth and Achievement Rewards and Incentives Program Description -----	Dr. Steevon Hunter, Executive Principal; Quintina	05/21/2026	TAG 5.0 SIGG 2.0	

	Provide a brief narrative of the proposed action step. Establish a school-wide rewards and incentives program to recognize student growth, effort, and achievement in Science. The program will motivate students to engage more deeply with math content and build a positive academic culture. Recognition may include certificates, classroom rewards, honor roll acknowledgments, public recognition, prize drawings, participation in incentive-based events, etc. Focus will be placed on both academic improvement and meeting benchmarks on formative and diagnostic assessments. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Monthly Performance Matters Reports * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Monthly Performance Matters reports will show 10% increase for 20% of our target and intervention students. * Quarterly Formative Assessments will show 30% of our science students performing at 70% or above.	Merriweather, PLC Coach; District Science Instructional Coach; Amber Bush, Biology Teacher			
[S 4.2] Provide support to ensure that an effective instructional model is implemented Rationale -----	[A 4.2.1] Provide Ongoing Instructional Coaching Support Description -----	Dr. Steevon Hunter, Executive Principal; Quintina	05/21/2026	TAG 5.0 SIGG 2.0	

Provide a rationale for choosing the strategy/intervention. To improve student achievement and ensure equitable access to grade-level content, it is essential to implement a consistent, evidence-based instructional model across all classrooms. Providing targeted support to teachers and instructional staff will ensure that the model is applied with fidelity and aligned to district curriculum, state standards, and high-impact instructional practices. This support will include coaching, collaborative planning, and feedback structures that help educators strengthen Tier 1 instruction, differentiate for diverse learners, and integrate trauma-informed and engagement strategies. A coherent and well-supported instructional framework builds capacity across the school, promotes instructional alignment, and ensures that all students experience rigorous, high-quality teaching that advances their reading proficiency and academic growth. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* New Strategy Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including	*Provide a brief narrative of the proposed action step.* Provide ongoing instructional coaching to support the consistent, school-wide implementation of a coherent instructional model aligned to district curriculum and Tennessee state standards. Coaching will focus on reinforcing core components such as standards alignment, academic discourse, engagement strategies, and checks for understanding. Through modeling, co-teaching, observations, and/or feedback, coaches and administrative content leads will build teacher capacity to deliver strong Tier 1 instruction using evidence-based and trauma-informed practices. Support will be tailored to strengthen instructional model alignment, improve lesson execution, and ensure all students—particularly those in under-performing subgroups—receive equitable, high-quality instruction that promotes academic growth. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our science teachers utilizing supplemental resources and implementing 80% of	Merriweather, PLC Coach; District Science Instructional Coach; Amber Bush, Biology Teacher			
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frequency.?* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Weekly classroom observation data will show 100% of our Science teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our Science teachers implementing 80% of strategies learned during training. * Quarterly Formative Assessments will show 30% of our Science students performing at 70% or above.	strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meeting Minutes will show 100% of our science teachers implementing 80% of strategies learned during training.				
	[A 4.2.2] Provide High-Quality Professional Learning Community Meetings Description ----- *Provide a brief narrative of the proposed action step.* High-quality Professional Learning Community (PLC) meetings are essential for fostering collaborative, data-driven instructional improvement. Teachers at Fairley High School have been afforded a common planning period in the master schedule to effectively engage in this work. During weekly PLC meetings, teachers will analyze student work, review common formative	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; District Science Instructional Coach; Amber Bush, Biology Teacher	05/21/2026	TAG 5.0 SIGG 2.0	

	assessments, evaluate instructional strategies, and monitor student progress. These collaborative sessions provide the structure needed to ensure instructional coherence, align lessons to standards, and address student learning needs in real time. When grounded in evidence-based practices and focused on strengthening Tier 1 instruction, PLCs enhance professional practice, promote collective efficacy, and drive improved outcomes for all students—particularly those in under-performing subgroups. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meeting Minutes * Quarterly Formative Assessments (fall, winter and spring) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our science teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meetings Minutes will show 100% of our science teachers implementing 80% of strategies learned during training. * Quarterly Formative Assessments will show 30% of our science students performing at 70% or above.				
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	[A 4.2.3] Provide Professional Development Description ----- *Provide a brief narrative of the proposed action step.* Provide ongoing professional development for teachers, administrators, instructional leaders, and support staff focused on implementing key instructional practice shifts that improve teaching and learning outcomes. These sessions will emphasize evidence-based instructional strategies, trauma-informed practices, and methods to increase student engagement and achievement—particularly in science. Guest speakers, content experts, and instructional coaches will be invited to lead select sessions, providing deeper insight and practical strategies that support both academic and social-emotional student needs. Training will help educators strengthen their pedagogical content knowledge, identify indicators of standard mastery, and plan rigorous, differentiated instruction aligned to Tennessee state standards. In addition to school-based professional learning, all teachers will engage in district-required professional development, completing 64 hours across District Learning Days, zone-level offerings, and educator-selected opportunities. These combined efforts will allow staff to study, apply, and refine research-based practices that support student access to grade-level texts and promote long-term academic success across all classrooms. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Observation Data from the	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; District Science Instructional Coach; Amber Bush, Biology Teacher	05/21/2026	TAG 5.0 SIGG 2.0	
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	School-wide Classroom Walk-through Protocol * Weekly Collaborative Planning/ Professional Learning Community Meetings Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly classroom observation data will show 100% of our ELA teachers utilizing supplemental resources and implementing 80% of strategies learned during training. * Weekly Collaborative Planning/ Professional Learning Community (PLC) Meetings will show 100% of our ELA teachers implementing 80% of strategies learned during training.				
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[G 5] Safe & Healthy Students: Fairley High School will achieve 90.0% attendance, reduce the Chronically Out of School Rate to below 40.0%, and lower the Discipline Rate to under 20.0% during the 2025–26 school year.

****Student Support and Services | Best for All Strategic Plan alignment: Student Readiness****

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

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 5.1] Provide Attendance and Behavior Interventions and Supports Rationale -----	[A 5.1.1] Provide Trauma-Informed Practices to Students and Staff Description -----	Dr. Steevon Hunter, Executive Principal;	05/21/2026	TAG 5.0	

Provide a rationale for choosing the strategy/intervention. At Fairley High School, improving attendance and reducing behavior-related disruptions are essential to creating a safe, supportive learning environment where all students can succeed. Chronic absenteeism and high rates of exclusionary discipline have historically limited student engagement and academic progress. To reverse this trend, the school will implement coordinated interventions that address the root causes of these challenges—such as trauma, disengagement, and lack of consistent support. Through intentional attendance monitoring, family engagement, and tiered behavioral supports—including the Reset Room, SEL strategies, and trauma-informed practices—Fairley aims to re-engage students, build emotional safety, and increase accountability. These efforts will help foster stronger student-adult relationships, reduce lost instructional time, and ensure that students have the tools and support needed to participate fully in their education. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* During SY25, the 20-day attendance rate increased from 40.7% to 48.9% and the percentage of infractions decreased from 89.5% to 65.4%. This is an existing strategy. Previous attendance and discipline data indicate that chronic absenteeism and behavior-related disruptions have	*Provide a brief narrative of the proposed action step.* To address the underlying factors contributing to chronic absenteeism and behavioral disruptions, Fairley High School will expand the implementation of trauma-informed practices across the building. By equipping educators and support staff with training and tools to recognize and respond to trauma-related behaviors, the school will create more emotionally safe, supportive, and culturally responsive classrooms. This approach empowers staff to de-escalate incidents, build stronger relationships with students, and prevent behavior that leads to exclusion or disengagement. In turn, students will benefit from consistent support, improved emotional regulation strategies, and a learning environment that acknowledges and adapts to their lived experiences. This action step is critical to strengthening student readiness and sustaining a positive school climate that reduces lost instructional time and fosters academic success. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * 20-day behavior reports * 20-day suspension report Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 20-day behavior reports will reflect a 5%	Quintina Merriweather, PLC Coach; Evelyn Holloway & Kimberly Mills, Professional School Counselors			
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negatively impacted instructional time and student outcomes. Initial efforts using tiered behavioral supports and SEL strategies have shown promise in improving engagement and reducing disruptions, but consistent implementation and expanded family engagement are needed to achieve greater, sustained progress. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * 20-day attendance reports * 20-day behavior reports * 20-day suspension report Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. * 20-day behavior reports will reflect a 5% decrease in the number of student infractions. * 20-day suspension reports will reflect a 5% decrease in the student suspension rate.	decrease in the number of student infractions. * 20-day suspension reports will reflect a 5% decrease in the student suspension rate.				
	[A 5.1.2] Establish an Attendance and Discipline Team Description ----- *Provide a brief narrative of the proposed action	Dr. Steevon Hunter, Executive Principal; Rahnmann Slocum, Vice	05/21/2026		

	step.* Fairley High School will establish a dedicated Attendance and Discipline Team to proactively improve student attendance and behavior while fostering a safe and supportive learning environment. This team will regularly review attendance and discipline data to identify trends, monitor early warning indicators, and implement targeted, student-centered interventions. Responsibilities will include setting clear attendance expectations, launching incentive programs, and coordinating supports aligned with RTI²-B frameworks. The team will also promote restorative practices and social-emotional learning to address the root causes of behavioral issues in partnership with students and families. Through consistent communication, accountability, and collaboration, the team will help build a positive school culture that supports academic engagement and student well-being. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * 20-day attendance reports * 20-day behavior reports * 20-day suspension report Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*	Principal; Heather Heard, Assistant Principal; Dana Moore, Attendance Secretary; Crysal Boyce, Family Engagement Specialist; Adrian Stitt, Behavior Specialist			
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	* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. * 20-day behavior reports will reflect a 5% decrease in the number of student infractions. * 20-day suspension reports will reflect a 5% decrease in the student suspension rate				
	[A 5.1.3] Provide Additional Support Personnel Description ----- *Provide a brief narrative of the proposed action step.* Additional Support Personnel needed to impact the goal - one PLC (Professional Learning Community) Coach, one Family Engagement Specialist, three educational assistants (One of which will be paid out of the TAG 5.0 and can only be paid from Sept. - June. 30, 2026.) and one Behavioral Specialist. Together, these positions are critical for creating a comprehensive support system that addresses academic, behavioral, and social-emotional needs, ensuring a holistic approach to student success. In addition to Title 1 responsibilities, the PLC Coach will elevate and support the instructional quality, the educational assistants will ensure that students receive the personalized support they need, and the Behavioral Specialist will help foster a safe and positive learning environment. This integrated approach promotes not only academic achievement but also a culture of respect, accountability, and continuous growth, ultimately improving attendance, behavior, and student outcomes across the school. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.*	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; Crysal Boyce, Family Engagement Specialist; Adrian Stitt, Behavior Specialist	05/21/2026	TAG 5.0 SIGG 2.0	

	* 20-day attendance reports * 20-day behavior reports * 20-day suspension report Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. * 20-day behavior reports will reflect a 5% decrease in the number of student infractions. * 20-day suspension reports will reflect a 5% decrease in the student suspension rate.				
[S 5.2] Increase Parent and community Engagement Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Parent and community engagement is essential for creating a collaborative school environment that supports student success, especially in schools working to address opportunity gaps. When families and community partners are actively involved, students are more likely to attend school consistently, engage in learning, and demonstrate positive behavior. At Fairley High School, increasing parent and community engagement is a key lever for improving attendance, behavior, academic achievement, and post-secondary readiness. Many of our students face barriers outside of	[A 5.2.1] Utilize a Digital Communication Platform to Strengthen Parent-School Partnerships Description ----- *Provide a brief narrative of the proposed action step.* Fairley High School will implement a digital communication platform to increase real-time engagement between families and educators. This tool will provide consistent two-way communication through announcements, direct messaging, and classroom updates, allowing parents to stay informed about their child's academic progress, attendance, behavior, and school events. By increasing accessibility and streamlining communication in a user-friendly format, the platform will help foster stronger parent-school relationships, build trust, and encourage greater parent participation in school activities and	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal; Quintina Merriweather, PLC Coach; Crysal Boyce, Family Engagement Specialist; Retha Bell & Kelley Greene, Graduation Coaches; School Counselors	05/21/2026		

school that can impact their performance, and strong school-home-community partnerships provide the support network needed to address those challenges. By building trust with families, providing accessible and meaningful engagement opportunities, and involving parents in both academic and behavioral supports, we can foster a shared commitment to student growth. Community partnerships also expand students' access to career exploration, mentorship, and enrichment opportunities, helping them make real-world connections to their learning. Strengthening these relationships will be critical to sustaining a culture of support, accountability, and success across all areas of the school. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* During SY25, the 20-day attendance rate increased from 40.7% to 48.9% and the percentage of infractions decreased from 89.5% to 65.4%. This is an existing strategy. Prior engagement efforts have shown that when parents and community partners are actively involved, student attendance improves, behavioral incidents decrease, and students demonstrate greater academic focus. While initial initiatives have fostered stronger connections, consistent outreach and expanded collaboration are needed to build deeper partnerships that better support student success and postsecondary readiness. Benchmark Indicator Implementation -----	decision-making—ultimately supporting improvements in student attendance, behavior, and achievement. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Quarterly Blackboard Reports * Quarterly ClassDojo Reports Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Quarterly ClassDojo reports will reflect a 15% increase in parent engagement, as measured by active parent logins, message exchanges, and participation in school-wide announcements. * Quarterly Blackboard reports will reflect a 10% increase in parent interactions with academic content and school announcements, indicating improved awareness and involvement in student learning.				
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How will the turnaround strategy/intervention be monitored for implementation, including frequency? * 20-day attendance, behavior, and suspension reports * Quarterly parent surveys and sign-in sheets * Semi-annual adopter surveys Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 20-day attendance reports will reflect a 5% increase in student attendance rates and a 5% decrease in student behavior and suspension rates. * Quarterly parent survey results will reflect a 10% increase in parent participation in educational decision-making and collaboration on school-level initiatives and activities and resources that support safe schools which will improve student attendance and behavior. * Semi-annual adopter surveys will reflect a 15% increase in perceived student success indicators (e.g., academic support, motivation, and school engagement) attributed to adopter contributions of time and resources.					
	[A 5.2.2] Install Informational Displays to Increase Awareness and Access to Support Services Description ----- *Provide a brief narrative of the proposed action step.*	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; Crysal Boyce,	05/21/2026	TAG 5.0	

	Fairley High School will purchase and install high-visibility poster and brochure displays throughout the campus—especially near entryways, common areas, and high-traffic parent-facing spaces—to provide consistent, updated information about school events, academic programs, and district-wide resources. These displays will share details on services such as adult virtual school, GED prep, job training opportunities, family workshops, and community-based supports. By making critical information more visible and accessible, the school will improve parent and community awareness, reduce barriers to engagement, and strengthen families' connection to both school-based and external services that promote long-term student success. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Quarterly walk-through display documentation. * Quarterly collection of parent sign-in sheets and engagement logs related to events and school activities promoted through the displays. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Quarterly walk-through display documentation will show a **50% increase** in informational displays that promote awareness of school events, activities, and district services. * Quarterly walk-through display documentation logs will show a **25% increase** in the number of	Family Engagement Specialist; Retha Bell & Kelley Greene, Graduation Coaches; School Counselors			
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	unique services or opportunities promoted to families through displays.				
	[A 5.2.3] Strengthen Community and Adopter Partnerships to Support Student Motivation and Belonging Description ----- *Provide a brief narrative of the proposed action step.* Fairley will establish structured adopter engagement plans and community partnerships that provide targeted resources—such as mentoring, incentives for attendance and behavior, school beautification projects, and career exposure events. Adopter and community stakeholders will participate in a semi-annual Collaboration Summit, where they can co-plan supports aligned to school goals (attendance, behavior, academic success). These efforts will increase students’ sense of connection and value within the school, boosting their motivation, reducing discipline incidents, and improving student outcomes as reflected in adopter impact surveys. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Documentation of structured adopter engagement plans and participation rosters from semi-annual Collaboration Summits * Logs of adopter/community-led initiatives (e.g., mentoring sessions, incentive distributions, beautification projects, career events) tracked quarterly Effectiveness -----	Dr. Steevon Hunter, Executive Principal; Quintina Merriweather, PLC Coach; Crysal Boyce, Family Engagement Specialist; Retha Bell & Kelley Greene, Graduation Coaches; School Counselors	05/21/2026		

	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. * Adopter engagement documentation and semi-annual summit rosters will show a **40% increase** in adopter and community participation aligned to school priorities (attendance, behavior, academics). * Quarterly adopter/community initiative logs will reflect a **25% increase** in student participation in events and activities sponsored by adopters, with surveys showing a **15% increase** in students reporting stronger school connection and motivation.				
	[A 5.2.4] Conduct Annual Title I Meeting Description ----- *Provide a brief narrative of the proposed action step.* Fairley High School will conduct it's annual Title I meeting in which we will address the following: Policies for Family Engagement (SCS Family Engagement Policy and Plan; School Plan) Reporting Pupil Progress Parent-Teacher Conferences Parental Involvement Requirements Availability of Parent Training District/School Progress/School Status School Improvement Plan Opportunities for additional Parent Meetings Teacher Qualifications Parents' Right to Know Notice of Title I School Status School/Parent Compact Student Code of Conduct Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Agenda, sign-in sheets, and presentation	Quintina Merriweather, PLC Coach	05/21/2026		

	materials from the Annual Title I Meeting will be documented and submitted. * Title I meeting materials (e.g., Family Engagement Policy, School Compact, Right to Know Letter) will be distributed to all families and uploaded to school communication platforms. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Annual Title I Meeting documentation (agenda, sign-in sheets, presentation) will show a 25% increase in parent attendance and participation compared to the previous year. * Distribution records and parent access logs (e.g., via ClassDojo, Blackboard, school website) will show a 50% increase in parent receipt and acknowledgment of Title I documents and resources.				
[S 5.3] Provide Professional Development Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Improving attendance, reducing discipline issues, and supporting student well-being requires consistent, informed practices across the school. Fairley High School will offer professional development for teachers, administrators, staff, and parents focused on trauma-informed strategies, student engagement, restorative practices, and SEL. In some cases, parents and community members will help facilitate sessions. These learning opportunities will equip all stakeholders to foster a safe, supportive environment that boosts student participation, behavior, and academic success.	[A 5.3.1] Provide Trauma Informed/ Social Emotional Learning PD Description ----- *Provide a brief narrative of the proposed action step.* Provide ongoing and yearlong professional development for teachers and staff connecting trauma-informed practices to turn-around school culture, building capacity, and enhancing classroom instruction. Training will focus on implementing trauma-sensitive teaching strategies, fostering resilience in students, and creating supportive learning environments that align with the school's mission of equitable and inclusive education. Additionally, professional development will emphasize social-emotional learning and coping strategies for both virtual and in-person learning,	Dr. Steevon Hunter, Executive Principal; Heather Heard, Assistant Principal; Quintina Merriweather, PLC Coach; Crysall Boyce, Family Engagement Specialist; Retha Bell & Kelley Greene, Graduation Coaches;	05/21/2026		

Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* During SY25, the 20-day attendance rate increased from 40.7% to 48.9% and the percentage of infractions decreased from 89.5% to 65.4%. This is an existing strategy. Previous professional development efforts at Fairley High School have shown that when staff and families engage in training on trauma-informed practices, restorative strategies, and SEL, classroom environments become more supportive, disciplinary incidents decrease, and student engagement improves. Continued, consistent professional learning is needed to deepen implementation and sustain these positive outcomes schoolwide. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * 20-day attendance reports * 20-day behavior reports * 20-day suspension report Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*	equipping educators with the tools to support student well-being. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Logs and sign-in sheets from trauma-informed PD sessions for teachers, staff, administrators, and parents. * Completion of post-training surveys to assess understanding and perceived usefulness of trauma-informed strategies. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Training attendance logs will show that at least 80% of school staff and 25% of invited parents/community members participated in trauma-informed PD sessions by the end of the 2025–26 school year. * PD session feedback forms will reflect that 85% of participants report increased confidence in applying trauma-informed practices to improve student behavior and engagement.	School Counselors			
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* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. * 20-day behavior reports will reflect a 5% decrease in the number of student infractions. * 20-day suspension reports will reflect a 5% decrease in the student suspension rate.					
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