

[G 1] Reading/Language Arts Reading/Language Arts: Geeter K-8 will increase ELA on-track or mastery proficiency rates from 3.8% in 2023-2024 to 10% in 2025-2026.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

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

District Turnaround Plan Goal

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of high-quality instructional materials Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Geeter K-8 will provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If	[A 1.1.1] Instructional Materials, Supplies, and Resources Description Description ----- *Provide a brief narrative of the proposed action step.* Provide instructional materials, supplies, and/or equipment (to support implementation of instructional programs). Examples of instructional materials, supplies and equipment to be purchased includes but are not limited to paper, laminating film, classroom carpets/rugs, notebooks, pencils notepads, portable drives, books, manipulatives, calculators, student laptops, teacher laptops, changing carts, charging stations, student headphones, student desktops, tablets, software licenses (Progress Learning, All In Learning, etc.), Boogie Board writing tablets, student tracker board, interactive panels, plastic shields, mobile power towers, classroom audio system, Scholastic classroom libraries, bookcases, . Many of these	Lisa Chalmers & LaToya Wallace	05/21/2026	TAG 5	

this is a new strategy/intervention, indicate that it is a new strategy/intervention.* *Existing strategy: *According to iReady ELA data, the percentage of 3rd-8th grade ELA students who met or exceeded expectations increased from 13.6%in 2023-2024 to 24.8% in 2024-2025. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Biweekly Formative Assessments * Quarterly Benchmark Assessments * Monthly Data Analysis Meetings Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Bi-weekly formative assessments and quarterly benchmark assessments will show a 10% increase in the number of students meeting grade-level proficiency in core content areas by the end of each quarter. * Monthly data analysis meetings will result in 100% of instructional teams implementing targeted interventions, leading to an overall improvement of student performance by at least 10% each quarter.	materials and manipulatives will be purchased through Lakeshore Learning. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* Weekly classroom walkthroughs using Instructional Practice feedback forms Classroom Walkthrough Feedback Document Lesson Plans Weekly review Weekly ILT and PLC Meeting Minutes, Sign-in Sheets and student work analysis Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 85% of teacher implementing best practices, to result in student progress report grades increasing by at least 3 points each nine-week grading period Weekly ILT and PLC minutes will show student work improving by at least 45% of students mastering taught standard Bi-weekly data tracker updating to make sure we are on track to increase reading scores on CFAs by 5% from fall, winter to spring Teacher needs survey 4x/year; device and textbook				
---	---	--	--	--	--

	inventory Daily classroom walk-throughs using classroom walkthrough form to identify appropriate use of instructional materials and supplies 95% of the time (i.e. small group, Tier I instruction) Daily observation of teacher implementation/use of curriculum resources at or above 85%				
[S 1.2] Provide support to ensure that an effective instructional model is implemented Rationale ----- *Provide a rationale for choosing the strategy/intervention.* To drive sustainable improvement in student outcomes, it is essential to build the capacity of educators to implement an effective and consistent instructional model. By providing targeted professional development for teachers, administrators, and instructional leaders—both locally and externally—Geeter K-8 will ensure all stakeholders are equipped to execute key instructional practice shifts. This training will focus on strengthening teachers' pedagogical understanding of the content, clearly identifying “look fors” aligned to TN standards, and supporting students in reaching proficiency with grade-level texts. The emphasis on articulating and applying effective instructional strategies ensures that instruction is rigorous, coherent, and aligned across classrooms. Ultimately, this approach aims to increase instructional quality, deepen content delivery, and raise students' reading proficiency through a shared understanding of best practices. When educators are unified in their approach and supported with ongoing learning, schools can more	[A 1.2.1] Extensive Support Provided by PLC Coach and/or Outside Vendors Description ----- ***Professional development will be provided for faculty, staff, and administration in-town and out-of-town that focuses on changing instructional practices that result in improved student performance. This professional development will be provided by district and school coaches, administration, and outside vendors such as Lakeshore Learning, Scholastic Education Solutions and Model Schools Conferences . Geeter K-8 will also complete book studies that will focus on increased awareness of student data and how to use data for improved student achievement in Reading and Math using the book Driven by Data and others.*** Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* Weekly PLC Meetings with meeting sign-in sheets, agenda, and minutes Weekly Collaborative Planning With Content Lead using Collaborative Planning Guide Personalized PD and Coaching Sessions with	Lisa Chalmers & LaToya Wallace	05/22/2026	TAG 5	

effectively close achievement gaps and ensure all students are prepared for success. 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.* According to iReady ELA data, the percentage of 3rd-8th grade ELA students who met or exceeded expectations increased from 13.6%in 2023-2024 to 24.8% in 2024-2025. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Weekly Instructional Walkthroughs * Monthly Coaching Logs & PD Attendance * Biweekly Collaborative Planning Reviews * Quarterly Instructional Practice Reviews Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Weekly walkthrough data will show that at least	attendance monitored in PLZ Biweekly Data Meetings with updated assessment data reflected in tracker Monthly student work analysis PLC's with student work samples Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Weekly PLC documentation will show that 100% of teachers participate in collaborative planning, with at least 85% of meetings focused on data-driven instruction and strategies to improve student outcomes each quarter. Weekly collaborative planning documentation will indicate that 90% of lesson plans are aligned to standards and include differentiation strategies, monitored through the collaborative planning guide each week. Weekly PD and coaching session records will show that 95% of participating teachers implement at least one targeted instructional strategy from coaching sessions, monitored through classroom observations and feedback forms each month. Biweekly data meetings will result in 100% of teachers analyzing updated assessment data and implementing data-driven instructional adjustments, tracked in the assessment tracker each cycle. Monthly student work analysis PLCs will show that 90% of student work reviewed demonstrates growth toward mastery of standards, with teachers adjusting instruction based on analysis each				
--	--	--	--	--	--

85% of teachers are consistently implementing targeted instructional strategies with fidelity, as documented in feedback forms, by the end of each quarter. Monthly coaching logs and professional development attendance records will reflect that 90% of teachers participate in PD and coaching sessions and demonstrate application of strategies in the classroom, measured monthly. Biweekly collaborative planning review documentation will show that 100% of grade-level teams are engaging in data-driven planning, with 90% of plans reflecting alignment to standards and differentiation for student needs. Quarterly instructional practice reviews will indicate a 10% increase in teachers demonstrating proficiency in evidence-based instructional strategies compared to the previous quarter.	month. **Instructional Coach:** Hire 1 72210-172 Instructional Coach (Onboarding) Base Salary \$74,387.11 201- Social Security \$4,612.00 204- Retirement \$5,207.10 207- Medical \$8,801.00 210- Unemployment \$200.00 212- Medicare \$1,078.61 206- Life \$443.26 **Total: \$94,757.44** **Professional Development: Early Return Week** **\$25.84 per/hr. stipend X 10 teachers and teacher types on small group instruction, literacy strategies and how to teach phonics, and data driven instruction.** 10 teachers @\$25.84/hr @ 7 hrs @5 days=\$9,044.00 201-\$560.73 204-\$633.08 212-\$131.14				
---	---	--	--	--	--

	Total: \$10,368.95 **72210-399** **Scholastic Professional Development** 1 Day Professional development \$8,514.10 **\$3999.00** Reading- Small Group Instruction to Strengthen Meaning K-5 for 30 teachers Scholastic will provide ongoing professional development to 30 teachers with a focus on small group instruction throughout the 2025-2026 school year. **72210-499** Book- Small Groups, Big Results 30 booksX26.99 \$809.70 Shipping and Handling \$72.87 **Total: \$882.57 ****\$809.79** **72210-399** **Lakeshore Professional Development ** Item PD1001 1 Professional Development-Full Day				
--	--	--	--	--	--

	@ \$4,500.00 = \$4,500.00 1 Day- Literacy- Phonics for 20 faculty, staff and admin. **Total: \$4,500.00** **72210-499** **Schoolwide Book Study** Driven by Data 30 books X \$38.00 + 150.00 shipping = **1,290.00** **30 Books @ \$26.16=\$784.80**				
[S 1.3] Provide support for early warning and multi-tiered student response systems Rationale ----- *Provide a rationale for choosing the strategy/intervention.* This strategy was selected to ensure that all students, particularly those at risk of falling behind, receive timely and targeted support. By implementing early warning and multi-tiered systems of support (MTSS), we can proactively identify academic and behavioral challenges, provide data-driven interventions, and monitor student progress effectively. This approach allows for personalized learning, differentiated instruction, and flexible pacing, all of which are essential for addressing the diverse needs of individual learners and improving achievement among targeted subgroups. Supporting Data	[A 1.3.1] Response to Intervention Description ----- *Provide a brief narrative of the proposed action step.* Geeter K–8 will implement an incentive bonus program for both certificated and non-certificated staff to support the strengthening of our Response to Intervention (RTI) framework. Staff will focus on the early identification and support of Tier II and Tier III students through the use of a formative assessment tool. This tool will be used to identify the bottom 15% of students demonstrating academic need. Once identified, students will be benchmarked and provided with targeted intervention services aligned to their academic gaps. This action step includes increasing the percentage of students who are benchmarked, complete the Universal Screener, and are fully compliant with progress monitoring	Jeremy Martin & LaWanda Durant	05/22/2026	TAG 5.0	

----- *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.* According to iReady ELA data, the percentage of 3rd-8th grade ELA students who met or exceeded expectations increased from 13.6%in 2023-2024 to 24.8% in 2024-2025. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* Bi-weekly intervention logs Weekly small group lesson plans Bi-weekly progress monitoring reports Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Bi-weekly intervention logs will show that at least 70% of students in targeted groups are demonstrating adequate progress toward grade-level standards each cycle. Weekly lesson plan reviews will indicate that 90%	requirements. Saturday school will be offered to students in grades 3-8, twice a month for 3 hours from October through March, as well as during the school day and after school intervention for grades K-8. Intervention will be provided using Ready Reading and TCAP Success books, and other supplies and resources. **Target Outcomes:** * 15% increase in the number of students benchmarked * 15% increase in students completing the Universal Screener * 15% increase in students with compliant progress monitoring These efforts aim to improve data accuracy, intervention fidelity, and overall student achievement through a more robust and responsive RTI process. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* Weekly student progress logs Monthly data meeting agenda and minutes Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Weekly RTI²-A data will show that at least 75% of				
--	---	--	--	--	--

of small group instruction aligns with individualized student needs and prescribed intervention strategies. Bi-weekly progress monitoring reports will show that at least 70% of students receiving targeted interventions demonstrate measurable growth toward grade-level standards each cycle, with adjustments to instruction made as needed based on the data.	students receiving interventions demonstrate measurable progress toward grade-level standards each cycle. Monthly team meeting documentation will reflect that 100% of identified students have targeted interventions in place and that instructional adjustments are made based on data, resulting in a 10% increase in on-track or mastered students each quarter.				
[S 1.4] Focus on Foundational Literacy (Early Literacy) Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Early literacy development is critical to long-term academic success. For students in grades K–2, acquiring strong foundational reading skills is essential to ensure they are prepared to meet grade-level expectations and avoid falling behind. Implementing high-quality instructional materials aligned to the science of reading supports this goal by providing evidence-based, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. To ensure effective implementation, all educators must have a deep understanding of how early reading skills develop and how to deliver instruction that meets the diverse needs of young learners. Strengthening early literacy through high-quality materials and aligned professional learning ensures every student is equipped for future academic achievement. Supporting Data -----	[A 1.4.1] Aligned Assessments Description ----- *Provide a brief narrative of the proposed action step.* All K–2 teachers will participate in professional development designed to ensure assessments are aligned to foundational skills standards and effectively measure student understanding. Training will focus on how to interpret and use data from assessment platforms such as** **iReady and Aimsweb to inform instruction and provide targeted support. Teachers will deepen their understanding of assessment literacy, including item alignment, data analysis, and how to use results to guide small group instruction and intervention planning. This action step will support a more coherent and data-driven instructional approach across early grades. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* The following indicators will be used to monitor the	Jihan Sanders	05/22/2026		

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. *This is a new strategy.* Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* The implementation of the early literacy strategy—supporting high-quality instructional materials and professional learning in foundational literacy—will be monitored through a combination of attendance tracking, classroom observations, assessment data, and ongoing coaching. The following structures and tools will ensure consistent implementation and continuous improvement: * Professional Development Participation: + Ongoing: At least 80% attendance and completion of K–2 foundational literacy professional development will be tracked to assess knowledge transfer and inform future training needs. + Monthly: Review of participation in specialized PD sessions to support effective foundational literacy practices. * Knowledge Building and Assessment: + Monthly: Laureates' learning progress will be monitored through pre- and post-module assessments to measure growth in content and pedagogical knowledge related to the science of reading. * Instructional Quality Monitoring: + 4x/year: Foundational Literacy Quality Reviews	implementation of the aligned assessments action step and ensure fidelity and effectiveness: * iReady Reports: Used to measure student progress and assess how well instruction aligns with foundational skills standards. * AimsWeb Reports: Track student mastery of standards and support data-driven instructional decisions. * Teacher-Made Assessments: Reviewed to ensure alignment with state standards and foundational literacy skills. * Bi-Weekly Data Tracker: Maintained to monitor assessment completion rates, student progress, and intervention needs. * Classroom Observations: Conducted to ensure assessment practices are implemented consistently and inform instructional coaching. * Collaborative Planning Sessions: Documented through meeting agendas, sign-in sheets, and meeting minutes to confirm that assessment data is regularly reviewed and used to guide instruction. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* The effectiveness of the aligned assessment action step will be evaluated by monitoring both student outcomes and the quality of instructional implementation. The following benchmarks will guide progress toward increasing student achievement in K–2 ELA: **Primary Student Achievement Goal:** * Increase in K–2 ELA On Grade Level:				
--	---	--	--	--	--

(FLQRs) will be conducted by district instructional literacy advisors to evaluate instruction, analyze root causes of learning gaps, and recommend professional learning supports. + 4x/year: Observations of educational assistants in K–2 classrooms will be conducted by the instructional leadership team to assess their instructional impact and identify targeted support. * Ongoing Instructional Support and Data Use: + Weekly: Coaching and support provided by ILDs, tracked through the ILD Coaching Support Calendar. + Bi-weekly: Classroom walkthrough data reports will be reviewed to monitor the integration of foundational literacy practices. + Weekly: Collaborative Planning Session agendas and sign-in sheets will document alignment to instructional priorities. + 4x/year: Review of Professional Development agendas and attendance to evaluate reach and content relevance. + Bi-weekly: Instructional Leadership Team (ILT) meetings with K–2 laureates present to analyze data, reflect on implementation, and guide next steps. This layered monitoring approach ensures high-quality implementation, supports instructional coherence, and promotes student achievement in early literacy. Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* The effectiveness of the early literacy turnaround strategy will be measured through a combination of student performance data, staff implementation fidelity, and instructional quality indicators. The primary goal is to increase the percentage of K–2	* Student performance on district benchmarks will improve from 2.5% in Fall 2024 to 7.5% by Spring 2026, as measured by iReady and other aligned assessment tools. **Supporting Implementation Benchmarks:** * Quarterly Observations: * Conducted to evaluate the instructional impact of educational assistants in K–2 classrooms and identify professional learning needs. * Monthly PD Monitoring: * Attendance and completion of specialized foundational literacy professional development will be tracked to ensure at least 80% staff participation and inform future PD planning. * Weekly ILD Coaching: * Coaching support will be documented in the ILD Coaching Support Calendar to monitor the frequency and focus of foundational literacy support. * Bi-Weekly Walkthroughs: * Classroom walkthrough data will be reviewed bi-weekly to assess the implementation of aligned instructional and assessment practices. * Weekly Collaborative Planning: * Agendas and sign-in sheets will be collected to verify that teachers are using assessment data to drive planning and instruction. * Quarterly PD Documentation: * Professional development agendas and attendance will be reviewed quarterly to evaluate alignment to school-wide literacy goals. * Biweekly ILT Meetings: * K–2 instructional progress and assessment data will be reviewed biweekly during ILT meetings with representation from K–2 teachers and leadership.				
---	---	--	--	--	--

students scoring *On Grade Level* in ELA from 2.5% to 7.5% between Fall 2025 and Spring 2026. Student Achievement Benchmark: * K–2 ELA On Track/Mastery (OTM) rates will be reviewed at each district assessment window (Fall, Winter, and Spring) to measure progress toward the 7.5% target. Implementation and Instructional Effectiveness Indicators: * 4x/year: Observations of educational assistants in K–2 classrooms to evaluate the quality of instructional support and inform targeted professional learning. * Monthly: Review of attendance and completion of specialized professional development focused on foundational literacy to assess educator engagement and inform future PD planning. * Weekly: Instructional Leadership Director (ILD) Coaching Support Calendar reviewed to ensure coaching is aligned to literacy goals and occurring consistently. * Bi-weekly: Classroom walkthrough data reports used to monitor instructional trends and guide support needs. * Weekly: Collaborative Planning Session agendas and sign-in sheets collected to confirm consistent and aligned planning practices. * 4x/year: Review of Professional Development agendas and attendance logs to ensure alignment with literacy priorities. * Bi-weekly: ILT meetings with K–2 laureates held to analyze student data, assess progress on implementation, and adjust supports as needed. These data points will be used in an ongoing cycle of review and reflection to ensure the strategy is effectively improving instruction and increasing early literacy achievement.					
	[A 1.4.2] Professional Learning Description	Jihan Sanders	05/21/2026		

	----- Provide ongoing professional learning for teachers in evidence-based early literacy practices, including phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies, to ensure consistent implementation of high-quality instruction in grades K–2. Implementation ----- Monthly PD agendas and sign-in sheets Bi-weekly PLC meeting agendas and sign-in sheets Effectiveness ----- Teacher participation logs and post-session surveys show 90% attendance and at least 80% of teachers reporting increased confidence in implementing strategies. After the first benchmark assessment, at least 5% more students reach grade-level reading benchmarks compared to the start of the year. End-of-year target: 10% increase in students meeting benchmarks.				
--	--	--	--	--	--

[G 2] Math: Geeter K–8 will increase Math on-track or mastery proficiency rates from 8.1% in 2023-2024 to 17.3% in 2025-2026.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

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

District Turnaround Plan Goal

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of high-quality instructional materials Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Implementing high-quality instructional materials in math ensures that all students have equitable access to rigorous, standards-aligned instruction every day. This strategy supports teachers in planning and delivering intentional, data-informed lessons that engage students in meaningful content, build upon prerequisite skills, and promote deep conceptual understanding. By using HQIM, teachers can focus on developing students' procedural fluency, problem-solving skills, and mathematical reasoning—key components for mastery of Tennessee Math Standards. This approach is essential for addressing learning gaps, accelerating growth, and preparing students to be college and career ready. 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.* According to TCAP data, the percentage of 3rd-8th grade Math students on-track or mastery increased from 5.1%in 2022-2023 to 8.1% in 2023-2024.****	[A 2.1.1] Instructional Materials, Supplies, and Resources Description ----- *Provide a brief narrative of the proposed action step.* To support the effective implementation of standards-aligned instructional programs in mathematics, Geeter K–8 will provide teachers and students with essential instructional materials, supplies, and equipment. These resources may include, but are not limited to: paper, notebooks, pencils, classroom carpets, manipulatives, calculators, books, student laptops and tablets, carts, interactive panels, the Lu Interactive Panelmobile power towers, audio systems, bookcases, and Scholastic classroom libraries. Additionally, equipment such as printers and copy machines will be purchased as needed to ensure timely access to instructional resources. Technology tools and software such as All In Learning will be utilized to support instruction and provide real-time assessment data to guide teaching and intervention. The PLC Coach and Instructional Facilitator will be responsible for coordinating the distribution of materials and ensuring that all math teachers have the resources required for effective instruction and student engagement. Implementation -----	Jeremy Martin, Jihan Sanders, Brian Hayes, LaToya Wallace, Lisa Chalmers	05/22/2026	SSIG 2 TAG 5.0	

Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* The implementation of high-quality instructional materials (HQIM) in math will be monitored through a multi-tiered approach focused on observation, planning, data analysis, and collaborative professional learning. The following structures and tools will be used to ensure consistent and effective implementation: * Daily Classroom Observations with walkthrough tool * Weekly Lesson Plans * Weekly ILT and PLC Meeting Minutes, Sign-In Sheets, and Student Work Analysis Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Daily classroom observation data will show that at least 85% of teachers consistently implement targeted instructional strategies with fidelity, as measured by observation forms, by the end of each quarter. Weekly lesson plan reviews will indicate that 95% of lessons align to grade-level standards and include differentiation strategies for diverse learners each week.	*How will the turnaround strategy/intervention be monitored for implementation, including frequency?* The implementation of high-quality instructional materials (HQIM) in math will be monitored through a multi-tiered approach focused on observation, planning, data analysis, and collaborative professional learning. The following structures and tools will be used to ensure consistent and effective implementation: * Daily Classroom Observations with walkthrough tool * Weekly Lesson Plans * Weekly ILT and PLC Meeting Minutes, Sign-In Sheets, and Student Work Analysis Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Daily classroom observation data will show that at least 85% of teachers consistently implement targeted instructional strategies with fidelity, as measured by observation forms, by the end of each quarter. Weekly lesson plan reviews will indicate that 95% of lessons align to grade-level standards and include differentiation strategies for diverse learners each week. Weekly ILT and PLC documentation (meeting minutes, agendas, and sign-in sheets) will show that 100% of teams are analyzing student work and				
---	---	--	--	--	--

ILT and PLC documentation (meeting minutes, agendas, and sign-in sheets) will show that 100% of teams are analyzing student work and implementing data-driven instructional adjustments, resulting in measurable increases in student performance on formative assessments each quarter.	implementing data-driven instructional adjustments, resulting in measurable increases in student performance on formative assessments each quarter. Vendor: Broadway Typewriter Company \$675.69 per laptop x 36 Student Laptops, HP Pro-Book 440 G11 =**\$24,324.84 Deployment Fee: \$13 per unit x 36 student laptops = \$468.00 Sub Total: \$24,324.84 + \$468.00 = \$24,792.84 Vendor: Broadway Typewriter Company-36 Anywhere cart for laptops 36 unit-Anywhere PT-36 Cost \$555.50 x 1 carts = \$555.50 Deployment cost \$20 per cart x 1 carts= \$20.00 ** **\$575.50(Cart and deployment fee) **Total: \$25,923.84**				
[S 2.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms Rationale ----- *Provide a rationale for choosing the strategy/intervention.*	[A 2.2.1] Provide Teacher Support Description ----- *Provide a brief narrative of the proposed action step.* Instructional Facilitators will provide ongoing	LaToya Wallace, Lisa Chalmers, ILT Team	05/22/2026	SSIG 2 TAG 5.0	

High-quality professional development and structured staff collaboration are essential for building instructional capacity and improving student outcomes. By providing ongoing support at both the district and school levels, teachers and school leaders are equipped to implement instructional shifts and evidence-based strategies aligned with academic standards. Collaboration through PLCs, ILT meetings, and coaching sessions allows educators to analyze student data, refine instructional practices, and develop interventions that are responsive to individual student needs. Teachers at Geeter K–8 use tools like iReady, small group instruction, and RTI² frameworks to personalize learning, target skill gaps, and accelerate student growth. Extending these collaborative structures ensures consistent focus on effective instruction and helps close achievement gaps through shared accountability and continuous improvement. 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.* According to TCAP data, the percentage of 3rd-8th grade Math students on-track or mastery increased from 5.1%in 2022-2023 to 8.1% in 2023-2024.**** Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.??*	coaching, mentoring, and instructional support to teachers throughout the school year. This support will be tailored to individual teacher needs and focused on strengthening instructional practices, implementing high-quality instructional materials, and improving student outcomes. In addition, external professional development providers, such as Lakeshore and Scholastics, will deliver targeted training sessions aligned to identified instructional priorities, including foundational literacy, small group instruction, and classroom management. These supports will enhance teacher capacity, promote collaboration, and drive consistent, high-quality instruction across all grade levels. Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.??* * Daily classroom walkthroughs with rubric * Weekly Lesson Plans * Weekly ILT and PLC Meeting Minutes, Sign-In Sheets, and Student Work Analysis Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency??* * Daily classroom observation data will show that at least 85% of teachers consistently implement targeted instructional strategies with fidelity, as measured by observation forms, by the end of each quarter. * Weekly lesson plan reviews will indicate that 95%				
--	---	--	--	--	--

* Daily classroom walkthroughs with rubric * Weekly Lesson Plans * Weekly ILT and PLC Meeting Minutes, Sign-In Sheets, and Student Work Analysis Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * Daily classroom observation data will show that at least 85% of teachers consistently implement targeted instructional strategies with fidelity, as measured by observation forms, by the end of each quarter. * Weekly lesson plan reviews will indicate that 95% of lessons align to grade-level standards and include differentiation strategies for diverse learners each week. * Weekly ILT and PLC documentation (meeting minutes, agendas, and sign-in sheets) will show that 100% of teams are analyzing student work and implementing data-driven instructional	of lessons align to grade-level standards and include differentiation strategies for diverse learners each week. * Weekly ILT and PLC documentation (meeting minutes, agendas, and sign-in sheets) will show that 100% of teams are analyzing student work and implementing data-driven instructional **Lakeshore Professional Development ** Item PD1001 1 Professional Development-Full Day @ \$4,500.00 = 4,500.00 1 Day- Math- Math That Works for 20 faculty, staff and admin. **Total: \$4,500.00** **PD Resources:** Professional Development Resources 20 Giant Magnetic Teaching Manipulatives (includes manipulatives for **Geometry, Fractions, and Place Values) ** Complete Set@ 169.00= 3380.00 + S/H \$22.00=3402.00 **Total: \$3,402.00** **20@\$160.55=\$3211.00**				
---	---	--	--	--	--

[S 2.3] Provide additional support for students who are failing to make academic progress Rationale ----- *Provide a rationale for choosing the strategy/intervention.* This strategy was selected to address the persistent academic gaps among students who are not meeting grade-level expectations. Providing additional support through targeted academic interventions, personalized learning activities, and differentiated instructional approaches is essential for ensuring equitable access to grade-level content. By tailoring instruction to individual learning needs and pacing, educators can more effectively address specific skill deficits and promote mastery. The use of evidence-based intervention programs, along with structured progress monitoring, will help ensure that students receive timely, data-driven support that accelerates their academic growth and improves overall student achievement. 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.* According to TCAP data, the percentage of 3rd-8th grade Math students on-track or mastery increased from 5.1%in 2022-2023 to 8.1% in 2023-2024.**** Benchmark Indicator Implementation -----	[A 2.3.1] Response to Intervention (RTI²) Description ----- Tier II and Tier III students will be identified using a formative assessment tool to determine the bottom 15% of students in need of targeted academic intervention. Once identified, students will be benchmarked and placed in intervention groups based on specific skill gaps. Student progress will be monitored every three weeks to evaluate the effectiveness of the interventions. Instructional strategies and groupings will be adjusted based on mastery levels and individual growth. To strengthen implementation and ensure fidelity, a dedicated interventionist will be hired to support tiered instruction and provide direct services to identified students. Saturday school will be offered to students in grades 3-8, twice a month for 3 hours from October through March, as well as during the school day and after school intervention for grades K-8. Intervention will be provided using Ready Reading and TCAP Success books, and other supplies and resources. This action step is designed to provide timely, data-informed support that accelerates student achievement and reduces the number of students performing below grade level. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* he following indicators will be used to measure the successful implementation of the RTI² action step: * Weekly i-Ready Diagnostic and Progress	LaWanda Durant	05/22/2026	TAG 5.0	
--	---	----------------	------------	---------	--

How will the turnaround strategy/intervention be monitored for implementation, including frequency? The implementation of this intervention strategy will be monitored using a combination of classroom observations, collaborative leadership structures, and professional learning data to ensure fidelity and continuous instructional improvement. ### Monitoring Activities and Frequency: * Daily Classroom Observations: * School and district leaders will conduct daily walkthroughs using the districts Classroom Walkthrough Protocol and Debriefing Document to collect data on standards-aligned instruction and intervention implementation. Feedback will inform immediate coaching and long-term PD planning. * District Walkthrough Data Tracking: * Walkthrough data will be uploaded and reviewed through the Professional Learning Zone (PLZ) and Zoho platforms. Each teacher will receive at least two formal walkthroughs per semester, with 80% fidelity to standards-aligned core instruction being the benchmark. * Bi-monthly ILT Meetings (85% Attendance): * The Instructional Leadership Team (ILT) will meet twice per month to review walkthrough trends, student data, and professional learning needs. Attendance targets will remain at 85% to ensure consistent leadership engagement and follow-through. * Monthly Zone Meetings and Small-Group ILT Sessions: * Instructional Leadership Directors (ILDs) will facilitate monthly sessions with content leads, PLC Coaches, and school administrators. These sessions will focus on feedback analysis, targeted instructional strategies, and coaching calibration. * Quarterly Parent and Volunteer PD Sessions: * Quarterly family engagement sessions will	Monitoring Reports: + Used to track student performance, identify Tier II and Tier III students, and monitor growth during intervention cycles. * Monthly Data Meeting (Agenda and Minutes) Led by Intervention Coordinator (Ms. LaWanda Durant) + Regularly scheduled data team meetings will be facilitated to analyze student performance data, review intervention effectiveness, and make adjustments to intervention plans as needed. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Weekly progress monitoring data will reflect students increasing by at least 2-3 data points. * Monthly data meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. **Intervention: Saturday School** Saturday School tutoring stipends for 18 teachers to provide instruction in target content areas for improved student achievement, 3 hours, 12 days (October 2025- March 2026/ 2 days a month), \$30.00 per hour= Salary \$19,440.00 201-\$1038.15				
--	---	--	--	--	--

provide volunteers and parents with strategies to support student reading and academic progress, aligned to the district's ELA and math goals. * New Teacher Support and Mentorship: * New teacher PD sessions will be offered throughout each semester, and mentor assignments will be confirmed via submitted rosters. Mentor support will focus on classroom management, intervention implementation, and instructional planning. * Ongoing Professional Development: * Continuous, high-quality PD will be provided to all educators and school leaders, with an emphasis on changing instructional practices to accelerate learning and close achievement gaps. Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* The effectiveness of the turnaround strategy will be measured through ongoing formative and summative assessment data, instructional monitoring, and student progress reviews. These benchmarks and practices will ensure that interventions are leading to meaningful improvements in student achievement. ### Student Achievement Goal: * Increase Math OTM Rates: * Student On Track or Mastered (OTM) rates in Math will increase from 8.1% (Fall 2024) to 15% (Spring 2026), as measured by district benchmarks and TCAP assessments. ### Monitoring Activities and Frequency:	204-\$1172.10 212-\$242.79 **Total \$21,893.04** 71100-429 Intervention Books: Tennessee TCAP Success Books Grade 3 ELA 60 @ \$28.50= \$1,710.00 Grade 3 Math 60 @ \$28.50= \$1,710.00 Grade 4 ELA 75 @ \$28.50 = \$2,137.50 Grade 4 Math 75 @ \$28.50 = \$2,137.50 Grade 5 ELA 75 @ \$28.50 = \$2,137.50 Grade 5 Math 75 @ \$28.50 = \$ 2,137.50 Grade 6 ELA 130 @ \$28.50 = \$3,705.00 Grade 6 Math 130 @ \$28.50 = \$3,705.00 Grade 7 ELA 130 @ \$28.50 = \$3,705.00 Grade 7 Math 130 @ \$28.50 = \$3,705.00 Grade 8 ELA 125 @ \$28.50 = \$3,562.50				
--	--	--	--	--	--

* Daily Exit Tickets: * Teachers will administer daily exit tickets aligned to lesson objectives to assess mastery of content and inform next-day instruction. * Weekly iReady and IXL Progress Monitoring: * Weekly reports will be used to monitor student progress through personalized learning pathways and identify students in need of additional support. * Monthly Student Work Analysis: * Student work will be analyzed monthly in PLCs using a standardized Student Work Analysis Protocol to evaluate depth of understanding and instructional alignment. * Bi-weekly Data Tracker Updates: * Data trackers will be updated every two weeks to reflect current student performance on formative assessments, intervention progress, and small group outcomes. * 20-Day Progress Monitoring Cycles: * The Instructional Leadership Team will conduct formal progress monitoring every 20 instructional days to assess academic growth, identify trends, and guide intervention adjustments. * Quarterly Common Assessment Reviews: * Quarterly analysis of common formative assessments in PLCs will measure mastery (80% or higher) and student growth, and will guide reteaching and enrichment efforts.	Grade 8 Math 125 @ \$28.50 = \$3,562.50 Total: \$33,915.00 Shipping \$2665.76 Total \$36,580.76 Ready Reading and Math Ready Reading Books Grades K-8 755@ \$12.75= \$9626.25 Ready Math Books Grades K-8 755@ \$12.75= \$9626.25 Grade K-1 Reading Teacher Support Package 4 @ \$136= \$544.00 Grade 2-8 Reading Teacher Resource Books 14 @ \$25.50 = \$357.00 Grade K-8 Math Teacher Resource Books 18 @ 25.50= \$459.00 Total: \$20, 612.50 Shipping \$1,832.22 **Total \$ 22,444.72** ** ** ** ** **71100-429**				
--	--	--	--	--	--

	Instructional Resources and Supplies: **Lakeshore Learning** [**Reading Comprehension Daily Practice Journal - Gr. 1-2 - Set of 10**](https://www.lakeshorelearning.com/products/language/reading-comprehension-fluency/reading-comprehension-daily-practice-journal-gr-1-2-set-of-10/s/DD817) 10** **@ \$46.99 = **\$469.90** [**Reading Comprehension Daily Practice Journal - Gr. 3-4 - Set of 10**](https://www.lakeshorelearning.com/products/language/reading-comprehension-fluency/reading-comprehension-daily-practice-journal-gr-3-4-set-of-10/s/DD818) 6** **@ \$46.99 =** \$281.94** [**Reading Comprehension Daily Practice Journal - Gr. 4-5 - Set of 10**](https://www.lakeshorelearning.com/products/language/reading-comprehension-fluency/reading-comprehension-daily-practice-journal-gr-4-5-set-of-10/s/DD819) 15 @ \$46.99 =** \$704.85** [**Magnetic Math Manipulatives Library**](https://www.lakeshorelearning.com/products/math/math-manipulatives/magnetic-math-manipulatives-library/s/DD150X) 18 @ \$49.99 = **\$899.82** [**Double-Sided Write & Wipe Magnetic Easel**](https://www.lakeshorelearning.com/products/teaching-resources/teaching-easels/double-side-d-write-wipe-magnetic-easel/s/TT379)				
--	---	--	--	--	--

	18 @ \$89.99 = **\$1,619.82** [**Elapsed Time Write & Wipe Boards - Set of 10**](https://www.lakeshorelearning.com/products/math/time/elapsed-time-write-wipe-boards-set-of-10/s/FF726) 50 @ \$29.99 = \$1,499.50 [**Visualize Math Write & Wipe Boards**](https://www.lakeshorelearning.com/products/math/basic-operations/visualize-math-write-wipe-boards/s/DD468) 10 @ \$39.99 = **\$399.90** [**Math Flash Card Library**](https://www.lakeshorelearning.com/products/math/multiskill-math-products/math-flash-card-library/s/TE430X) 18 @ \$67.99 = **\$1,223.82** [**Read & Understand with Leveled Texts Workbook - Gr. 6**](https://www.lakeshorelearning.com/products/language/reading-comprehension-fluency/read-understand-with-leveled-texts-workbook-gr-6/s/SEM3446) 3 @ \$23.99 = **\$71.97** **Order Subtotal \$7,171.52** **Shipping \$320.48** **Total \$7,492.00** ** ** ** **				
--	---	--	--	--	--

	ODP EXPO® Low-Odor Dry-Erase Markers, Fine Point, Black 50 @ 19.06 = **\$953.00** [Office Depot® Brand Gravity Feed Woodcase Pre-Sharpended Pencils, 2.2 mm, HB Hardness, Yellow, Box Of 144 Pencils](https://www.odpbusiness.com/a/products/800387?pr=&customerEnteredSku=800387&cm_cat=4515&cartEntryId=1) 18 @ \$10.56 = **\$190.08** ** ** [Office Depot® Brand 2-Pocket School-Grade Poly Folders With Prongs, 8-1/2" x 11", Assorted Colors, Pack Of 24](https://www.odpbusiness.com/a/products/3713625?pr=&customerEnteredSku=3713625&cm_cat=1544964&cartEntryId=2) 20 @ \$7.30 = **\$146.00** Office Depot® Brand Notebook Filler Paper, Wide Ruled, 8" x 10 1/2", 3-Hole Punched, White, Pack Of 150 Sheets 350 @ \$1.45**=\$507.50** ** ** **Subtotal \$2,304.08**				
--	--	--	--	--	--

	Shipping \$178.96				
	Total \$1975.54				
[G 3] Geeter K-8 will reduce the percentage of chronically absent students from 77.7% in SY24 to 50.0% and reduce the suspension rate by 10% in 2025-2026. **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 3.1] Support students in overcoming barriers related to student attendance and behavior. Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Chronic absenteeism is a critical barrier to academic success and long-term student outcomes. Students who are frequently absent are at a significantly higher risk of falling behind academically, disengaging from school, and ultimately not graduating. Implementing targeted interventions and support programs that address the root causes of absenteeism—such as health challenges, transportation issues, family obligations, and school climate—is essential. This strategy focuses on proactive solutions, including behavioral supports, mentorship, attendance monitoring, and family engagement initiatives. These efforts aim to foster a supportive	[A 3.1.1] Behavioral Intervention Description ----- *Provide a brief narrative of the proposed action step.* Implement RTI² Behavior prevention and intervention plans with fidelity to provide targeted behavioral supports that promote positive student conduct, reduce disciplinary infractions, and ultimately decrease out-of-school suspensions. These plans will be data-informed, culturally responsive, and aligned with school-wide expectations. The goal is to address the root causes of behavior, reinforce appropriate alternatives, and ensure students remain engaged in learning by minimizing instructional time lost due to disciplinary removal. Interventions may include behavior contracts, check-in/check-out systems, social-emotional learning supports, and collaboration with behavior specialists.	Tevyn Roberts, Chelsee Rankins, Vachenzia McGraw-McKinney	05/22/2026		

learning environment, improve student well-being, and reduce chronic absenteeism rates. Addressing these barriers not only increases daily attendance but also directly contributes to improved academic achievement and stronger school-to-home connections. Supporting Data ----- *The percentage of students disciplined decreased from 28.8% in 2023 to 22.3% in 2024. The attendance from 82.5% during SY24 to 89.9% during SY25.* Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* Monthly attendance review meeting reports Weekly parent communication logs Weekly intervention tracking Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*	Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* Behavioral Intervention Logs PBIS Tiered Support Checklist Weekly Classroom Observation Rubric Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Bi-weekly review of logs will show a 10% reduction in office referrals for students receiving interventions each cycle. Bi-weekly fidelity checks will indicate that at least 90% of classrooms are implementing Tier 1 and Tier 2 supports with fidelity, resulting in improved student behavior outcomes. Observation data will reflect that 85% of teachers consistently implement positive behavior strategies, leading to increased on-task behavior and engagement by the end of each quarter.				
--	--	--	--	--	--

Monthly attendance review meeting logs will show a 5% reduction in chronic absenteeism among identified students each month. Weekly parent communication logs will reflect that at least 90% of families of students with attendance challenges have been contacted and engaged in intervention plans. Weekly intervention tracking will demonstrate that 75% of students receiving targeted supports show improved attendance within the next reporting cycle.					
	[A 3.1.2] Attendance Intervention Description ----- Support students in improving daily attendance by implementing targeted interventions for students with chronic absenteeism. Implementation ----- Monthly Attendance Review Meeting (agenda and minutes) Weekly Parent Communication Logs Weekly Intervention Tracking Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Reports will show a 5% reduction in chronic absenteeism among identified students each month.	Tevyn Roberts, Chelsee Rankins, Vachenzia McGraw-McKinney	05/22/2026		

	Weekly logs will reflect that at least 90% of families of students with attendance challenges have been contacted and engaged in intervention plans. Weekly tracking will demonstrate that 75% of students receiving targeted supports show improved attendance within the next reporting cycle.				
[S 3.2] Implement targeted programming, strategies, and interventions to support student mental health including trauma informed practice, restorative practices, school counseling, and mental health programming Rationale ----- *Provide a rationale for choosing the strategy/intervention.* To effectively address barriers to learning and improve student outcomes, it is essential to support the mental and emotional well-being of all students. Implementing targeted programming, trauma-informed practices, restorative approaches, and comprehensive school counseling services enables schools to create safe, supportive, and inclusive environments. Providing ongoing, high-quality professional development for school leaders, educators, and staff in classroom management, social-emotional learning (SEL), and restorative practices equips them with the tools necessary to respond to student needs with empathy, consistency, and cultural awareness. This strategy promotes stronger relationships, reduces behavioral incidents, improves student engagement, and increases attendance—leading to improved academic achievement and school climate. Supporting Data -----	[A 3.2.1] School-wide Training Description ----- *Provide a brief narrative of the proposed action step.* School staff will participate in targeted professional development. This training will focus on implementing a uniform, school-wide process for monitoring student attendance and initiating timely interventions when a student's attendance rate falls below 92%. The training will equip teachers, counselors, and support staff with effective tools and strategies to address student discipline issues, chronic absenteeism, and attendance-related barriers. The use of the Minga Hall Pass System will be used to track students time away from the classroom and monitor students abuse of Hall Passes. Professional development sessions will be held quarterly to ensure consistent implementation, build capacity, and support a positive and equitable school climate. Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.* * 20-day attendance logs * 20-day behavior logs * Monthly Parent Contact logs	Brian Hayes	05/22/2026	SIGG 2	

The percentage of students disciplined decreased from 28.8% in 2023 to 22.3% in 2024. The attendance from 82.5% during SY24 to 89.9% during SY25. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * 20-day attendance logs * 20-day behavior logs * Monthly Parent Contact logs Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Every 20-day attendance report will reflect at least a 5% reduction in chronic absenteeism among identified students compared to the previous 20-day cycle. Every 20-day behavior report will show a 10% decrease in office discipline referrals for students receiving behavioral supports compared to the previous cycle. Monthly parent contact logs will demonstrate that at least 90% of families of students with attendance or behavior concerns have been contacted and engaged in interventions each month.	Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Every 20-day attendance report will reflect at least a 5% reduction in chronic absenteeism among identified students compared to the previous 20-day cycle. Every 20-day behavior report will show a 10% decrease in office discipline referrals for students receiving behavioral supports compared to the previous cycle. Monthly parent contact logs will demonstrate that at least 90% of families of students with attendance or behavior concerns have been contacted and engaged in interventions each month.				
--	--	--	--	--	--

[S 3.3] Engage students, families, and communities to support students in overcoming barriers to learning Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Engaging students, families, and communities is critical to improving student outcomes and removing barriers to learning. By promoting effective parent, family, and community engagement activities, the school creates a supportive and safe environment that fosters student success. This strategy directly addresses chronic absenteeism and behavioral challenges by implementing targeted interventions and inclusive initiatives that consider the complex realities faced by students and families. Events designed to increase family participation—paired with incentives—strengthen school-home partnerships and improve communication, trust, and shared responsibility for student achievement. As families become more connected to the school community, attendance improves, behavioral incidents decrease, and students benefit from increased instructional time. This, in turn, leads to improved academic performance in core content areas such as ELA and Math. Supporting Data ----- *The percentage of students disciplined decreased from 28.8% in 2023 to 22.3% in 2024. The attendance from 82.5% during SY24 to 89.9% during SY25.* Benchmark Indicator	[A 3.3.1] Parent University: Math, Science, and Literacy Nights Description ----- *Provide a brief narrative of the proposed action step.* To strengthen family engagement and support student academic achievement, lead teachers, the PLC Coach, and Instructional Coaches—alongside a newly hired full-time Family Engagement Specialist (1 FTE)—will organize and facilitate content-specific academic nights throughout the school year. These events will provide parents and guardians with hands-on access to academic resources, including grade-level Math and ELA family engagement packs, state standard overviews, and homework support strategies. During these sessions, families will review sample lesson plans, practice problems, and typical homework assignments to gain a deeper understanding of academic expectations. To ensure equitable access, resources will also be mailed to families who are unable to attend in person. All participating families will receive learning support materials such as books, flashcards, calculators, and incentives recognizing student success and attendance (e.g., perfect attendance awards, certificates, medals, pencils, and trophies). Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* Quarterly Parent University workshops documentation	ILT & Lisa Chalmers, PLC Coach	05/22/2026	SSIG 2 TAG 5	
--	---	---	-------------------	------------------------------	--

Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* Quarterly Parent and family engagement activities documentation Monthly communication logs Quarterly Community partnership documentation Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Quarterly participation records will show a 10% increase in family involvement compared to the previous quarter. Monthly logs will reflect that at least 90% of families of students with behavior, attendance, or wellness concerns receive consistent outreach. Quarterly reviews will demonstrate that 100% of partnerships provide services or resources that support safe and healthy student outcomes, as evidenced by student engagement and feedback surveys.	Follow up Surveys and Communication Logs (after each session) Quarterly tracking Log Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Agendas, sign-in sheets, and resource materials will be collected quarterly to document parent participation and engagement. Surveys and outreach records will be collected after each session to monitor parent understanding and engagement with the topics presented. Evidence of parents applying strategies at home (e.g., supporting student attendance, homework completion, or behavior) will be documented quarterly through teacher and administrator observations.				
--	--	--	--	--	--