Cordova Middle Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts
If we provide standards-aligned Tier 1 core instruction, engage in high-quality professional development at the district, school, and regional levels, and implement targeted interventions alongside personalized learning programs, then by spring 2026, ELA proficiency will improve. We believe that when all students receive rigorous, differentiated literacy instruction and individualized support to meet their specific needs, they will demonstrate measurable growth in proficiency and/or mastery of grade-level, standards-aligned content by spring 2026.

Performance Measure
Cordova Middle Optional School will increase ELA/Reading on track and mastery proficiency rates from grades 6-8 from 20.6% in the 2023-2024 school year to 37.5% in the 2025-2026 school year.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

School Level Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** ### **Implementation** * Conduct **Quarterly School-wide Formative Assessments** * Utilize a **Weekly Informal Observation Tool and Rubric** * Administer a **Quarterly Formal Observation Tool**	**[A 1.1.1] Effectively and Consistently Implement Instructional Practices** Teachers will plan and deliver engaging learning experiences that strategically build fluency and reading skills and provide rich learning for students. Practice through deliberate practice, peer observations, engagement in professional article readings and discussions as well as follow-up with best practices. Monitor instructional practices with fidelity.	AP Kusandral Mcvey	05/22/2026	TItle I Funds	

* Hold **Quarterly Data Dig Meetings** * Submit **Weekly Lesson Plans** * Collect and review **Quarterly Student Work Samples** * Implement **Daily Exit Tickets** ### **Effectiveness** * **Formative Assessments:** 5% increase each quarter in students scoring 80% or higher * **Weekly Informal Observations:** 95% of teachers demonstrate effective instructional practices (score of 3 or better) * **Quarterly Formal Observations:** 100% of teachers achieve an overall LOE score of 3 or higher * **Data Dig Meetings:** 80% of students meet or exceed expectations on formative assessments (80% or higher) * **Weekly Lesson Plan Checks:** 100% of teachers aligned to curriculum; overall LOE reflects level 3 or higher * **Student Work Samples:** 80% or more demonstrate mastery of standards each quarter * **Daily Exit Tickets:** 90% of students score 80% or higher					
	[A 1.1.2] Implement MSCS Instructional Expectations with 100% Fidelity Cordova Middle's leadership team and district advisors will ensure that classroom lessons are delivered with fidelity to the curriculum and aligned to Tennessee state standards through weekly lesson plan reviews and formal/informal observations. Teachers will participate in targeted instructional rounds and analyze student data to identify areas for improvement. Title I funds will be utilized to provide materials, resources, and supports that increase engagement and facilitate learning. Teachers will implement differentiated instruction through rotation stations to ensure all students receive targeted support to master grade-level standards. Progress will be monitored quarterly through PLC meetings, data digs, and	Kyla Johnson, Wanda Merritt	05/22/2026	Title 1 Funds	

	observation feedback to guide ongoing instructional improvements.				
	[A 1.1.3] Professional Training for Curriculum Implementation, Lesson Planning, Technology integration, and Instructional Practices Cordova Middle teachers will participate in ongoing professional development focused on curriculum implementation, effective lesson planning, technology integration, and strategies to enhance student engagement. These training sessions will be facilitated by the administrative team, which includes the PLC coach ,the Instructional Facilitator, the principal, the assistant principals, district instructional advisors, and content lead teachers. Additionally, district literacy staff will provide targeted professional development on Pearson's *My Perspectives* and *Ready Reading* programs, including instructional design strategies such as the gradual release of responsibility model.	Kyla Johnson, Wanda Merritt	05/22/2026	Title 1 Funds	
	[A 1.1.4] Provide instructional supplies, academic programs, equipment, and other resources that support effective first teaching and supplement classroom instruction. Title I funds will be allocated to purchase curriculum-aligned instructional materials, academic programs, and classroom equipment to support effective teaching. These resources will be distributed to ensure that all teachers can implement lessons with fidelity. Guidance and training will be provided to teachers on the effective use of new materials and programs to enhance student engagement and learning. Teachers will be encouraged to integrate supplemental resources into daily instruction and lesson planning, using them to support differentiated learning and meet the diverse needs of all students.	Kyla Johnson	03/13/2026	Title I Funds	
	[A 1.1.5] Purchase and provide interactive instructional software, supplies, equipment, and other resources, and equip teachers with the professional development needed to use these tools effectively.	Kyla Johnson	03/13/2026	Title 1 Funds	

	Interactive instructional software, classroom supplies, equipment, and other resources will be acquired and made available to all teachers to support engaging, standards-aligned instruction. Teachers will participate in targeted professional development to ensure they can deliver high-quality, interactive lessons using these tools. Instruction will be intentionally designed and implemented to leverage these resources, ensuring that all students are actively engaged and supported in mastering grade-level standards.				
[S 1.2] Professional Development Strengthen the capacity of teachers, administrators, and school instructional leaders, to implement instructional practice shifts that improve content pedagogy and support student mastery of grade-level standards. **Benchmark Indicator** ### **Implementation** * Weekly collaborative planning sessions documented with agendas and minutes to ensure curriculum and instructional alignment * Monthly professional development sessions documented with agendas, minutes, and participation records * Weekly PLC meetings documented with agendas and minutes to provide targeted support * Bi-weekly Instructional Leadership Team (ILT) meetings documented with agendas, minutes, and follow-up actions * Bi-weekly administrative meetings to review classroom observation data ### **Effectiveness** * Weekly collaborative planning sessions will ensure 100% alignment to curriculum and instructional goals * Monthly professional development will result in at least 95% of teachers effectively using identified instructional strategies, contributing to a 10%	**[A 1.2.1] Prescriptive Professional Developments** **1.Instructional Rounds** Teachers will learn how to conduct and participate in instructional rounds to observe classroom practices, identify effective strategies, and share feedback to improve teaching and learning. **2.TEM Observation Schedule** Professional development will focus on understanding the Teacher Effectiveness Measure (TEM) rubric, observation protocols, and schedules to ensure consistent, standards-aligned classroom evaluations. **3.Unpacking and Dissecting Standards** Teachers will analyze state standards to identify learning objectives, key skills, and instructional strategies, ensuring lessons are fully aligned to grade-level expectations. **4.Technology Integration** ** **Training will focus on incorporating digital tools and instructional technology to enhance learning, increase engagement, and support differentiated instruction.	Kyla Johnson, Wanda Merritt	05/22/2026	Title 1 Funds	

increase in student achievement * Weekly PLC meetings will ensure 100% of teachers receive targeted, departmentalized support, leading to a 10% increase in student performance * Bi-weekly ILT meetings will monitor adherence to the instructional framework, with 95% of teachers following it effectively and earning LOE scores of 3 or higher * Bi-weekly administrative meetings will review observation data with the goal of achieving a 10% increase in teachers demonstrating effective implementation of instructional practices	**5.Student Engagement Strategies** Teachers will explore strategies to actively engage students in the learning process, including collaborative activities, questioning techniques, and classroom management approaches that maximize participation. **6.Academic Monitoring** Professional development will provide strategies for tracking student progress, using formative assessments, and adjusting instruction to ensure mastery of learning objectives. **7.Aggressive Monitoring** Teachers will learn methods for closely monitoring student performance, identifying gaps early, and implementing timely interventions to accelerate learning. **8.Small Group Instruction** Training will focus on designing and implementing effective small group instruction to meet diverse student needs and provide targeted support. **9.Use of Manipulatives** Teachers will explore hands-on instructional tools and manipulatives to support conceptual understanding and reinforce learning in interactive ways. **10.Data Analysis** Professional development will provide teachers with skills to analyze student assessment data, identify trends, and make data-driven instructional decisions.				

	11.EOC Preparation Teachers will receive strategies to prepare students for End-of-Course (EOC) assessments, including practice activities, test-taking strategies, and alignment to tested standards. **12.Student Work Analysis** ** **Teachers will learn how to analyze student work samples to assess mastery, identify misconceptions, and adjust instruction to improve learning outcomes. **13.Additional Instructional Strategies / PLC Reflections** ** **This PD session will focus on collaborative reflection, sharing best practices, and exploring additional strategies to improve instruction and student achievement within PLCs. **14.Deliberate Practice** Teachers will intentionally refine specific instructional skills by planning and delivering targeted lessons, analyzing student data, reflecting on feedback, and adjusting their practice to improve teaching effectiveness and student learning.				
	[A 1.2.2] Offer training and informational sessions for parents to increase their understanding of state academic standards and support their child's learning at home. The school will host regular workshops and informational sessions for parents that explain state standards, learning objectives, and grade-level expectations. Resources such as handouts, guides, and online materials will be provided to reinforce training. Parents will also be encouraged to participate in school events, parent-teacher conferences, and PLC-related activities that	Kyla Johnson, Chasity Frazier	05/22/2026	Title 1Funds	

	connect them to classroom learning. School staff will maintain communication through newsletters, emails, and the school website to provide ongoing support and guidance.				
	[A 1.2.3] Provide ongoing professional development, coaching, and collaborative opportunities to build leadership capacity and support teachers in implementing high-quality, standards-aligned instruction. School leaders and coaches will facilitate regular training sessions focused on effective leadership strategies, instructional best practices, data-driven decision-making, and teacher mentoring. Teachers will engage in professional learning communities (PLCs), peer observations, and coaching cycles to refine instructional skills and share effective strategies. Leaders will also participate in targeted development to strengthen their ability to support teachers, monitor classroom practices, and provide actionable feedback that promotes continuous improvement.	AP Kusandral Mcvey, Kyla Johnson, Wanda Merritt	05/22/2026	TItle 1 Funds	
[S 1.3] Targeted Intervention and Personalized Learning Implement academic interventions, flexible pacing, and diverse instructional approaches that address individual learning needs and promote mastery of grade-level standards. **Benchmark Indicator** ### **Implementation** * Weekly collaborative planning sessions with agendas and minutes recorded to ensure alignment with curriculum goals and instructional standards * Monthly professional development sessions delivered to strengthen instructional strategies, with agendas and minutes documenting participation and content focus * Weekly PLC meetings providing departmentalized support, collaboration, reflection, and targeted	**[A 1.3.1] Supplemental supports and instructional resources designed to help struggling students meet grade-level standards and achieve academic growth** Students in need of intervention will use iReady and Aimsweb programs to monitor progress and guide instruction. Teachers will provide after-school tutoring twice weekly and 3rd-period enrichment opportunities for students requiring extra support in core subjects. Title I funds will be used to acquire instructional supplies, materials, equipment, and other resources that enhance classroom learning and engagement. Teachers will integrate these tools, tutoring sessions, and enrichment activities into their daily instruction to reinforce learning objectives and address individual student needs.	Principal Christompher Hardiman, AP Kusandral McVey	05/22/2026	Title 1 Funds	

instructional adjustments * Bi-weekly Instructional Leadership Team (ILT) meetings reviewing instructional priorities, progress, and teacher support needs * Bi-weekly administrative meetings monitoring classroom observations to identify trends and provide coaching for effective instructional practices * Documentation of agendas, meeting minutes, and PLC records reviewed regularly to confirm fidelity of implementation ### **Effectiveness** * Weekly collaborative planning sessions will ensure 100% alignment with curriculum and instructional standards * Monthly professional development will result in at least 95% of teachers effectively implementing identified instructional strategies, contributing to a 10% increase in student achievement * Weekly PLCs will ensure 100% of teachers receive departmentalized support to improve instruction and student outcomes * Bi-weekly ILT meetings will monitor adherence to the instructional framework, with at least 95% of teachers following it effectively and earning LOE scores of 3 or higher * Bi-weekly administrative meetings will monitor observations to achieve a 10% increase in teachers demonstrating effective instructional practices * Regular documentation reviews (agendas, minutes, PLC records) will confirm implementation fidelity and identify areas for additional support					
	[A 1.3.2] Incorporate digital tools, software, and interactive resources into daily lessons to support differentiated instruction, reinforce content mastery, and actively engage all students in learning. Teachers will integrate appropriate technology into lesson planning and instruction, using tools such as adaptive learning programs, educational software,	Kyla Johnson	05/22/2026	Title I Funds	

	and interactive platforms to support student learning. Technology will be used to differentiate instruction, provide real-time feedback, and promote collaborative learning experiences. Cordova Middle School will upgrade and add technology in classrooms and labs to ensure students have access to the necessary devices and tools. Title I funds will be allocated to secure instructional supplies, materials, equipment, and additional support to engage students fully in classroom learning. Professional development will be provided to ensure teachers are proficient in using instructional technology effectively, and students will be encouraged to use technology responsibly and creatively to demonstrate understanding of grade-level content.				
	[A 1.3.3] Implement differentiated instruction, individualized interventions, and supplemental resources tailored to meet the diverse learning needs of students, including ELLs and students with disabilities. Teachers will provide targeted academic interventions based on formative assessment data, IEP goals, and ELL proficiency levels. Supports may include small group instruction, one-on-one tutoring, adaptive learning programs, manipulatives, and other instructional resources. The Special Education department will provide professional development in reading to support both special education and general education teachers in improving student performance on TNReady assessments. Tutoring services for special education students will be provided to improve performance in Language Arts, and Extended Learning after school will be offered for additional support for struggling students. After-school tutoring, 3rd-period enrichment, and technology-enhanced instruction will be leveraged to address individual learning needs. Title I funds will be used to acquire necessary materials, equipment, and resources to support struggling learners, students with disabilities, and ELL	Principal Christopher Hardiman, AP McVey, Kyla Johnson, Martha Milling	05/22/2026	Title 1 Funds	

	students. Professional development will be provided to equip teachers with strategies for differentiating instruction, scaffolding language development, and effectively supporting students with disabilities and ELLs.				

[G 2] Mathematics
If we provide standards-aligned Tier 1 core math instruction, engage in high-quality professional development at the district, school, and regional levels, and implement targeted interventions alongside personalized learning programs, then by spring 2026, math proficiency will improve. We believe that when all students receive rigorous, differentiated mathematics instruction and individualized support to meet their specific needs, they will demonstrate measurable growth in proficiency and/or mastery of grade-level, standards-aligned math content by spring 2026.

Performance Measure
Cordova Middle Optional School will improve met plus exceeded for grades 6-8 from 21.8% in 2024 to 32.1% in 2026.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

School Level Common Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction ****Teachers will plan and deliver standards-aligned lessons with intentionality, using data-informed instruction to provide daily access to a rigorous math curriculum. Instruction will engage students in essential content, build on prior knowledge and prerequisite skills, and promote mastery of TN Standards to ensure students are career and college ready.**** **Benchmark Indicator** ### **Implementation** * Quarterly School-wide Formative Assessments * Weekly Lesson Plans (submitted and reviewed for TN Standards & pacing)	**[A 2.1.1] Curriculum Implentation, Lesson Plans, Technology Integration and Instructional Practices** Cordova Middle's leadership team and district advisors will ensure that classroom lessons are delivered with fidelity to the curriculum and aligned to Tennessee state standards through weekly lesson plan reviews and formal/informal observations. Teachers will participate in targeted instructional rounds and analyze student data to identify areas for improvement. Title I funds will be utilized to provide materials, resources, and supports that increase engagement and facilitate learning. Teachers will implement differentiated instruction through rotation stations to ensure all students receive targeted support to master	Dr. Wanda Merritt	05/22/2026	Title I Fund	

* Weekly Informal Observations using district rubric * Quarterly Formal Observations * Quarterly Student Work Samples (collected and analyzed) * Quarterly Data Dig Meetings * Daily Exit Tickets (check for understanding, adjust instruction) ### **Effectiveness** * A 5% increase each quarter in students scoring 80% or higher on formative assessments. * 100% of teachers demonstrate curriculum alignment; LOE scores reflect level 3 or higher each semester. * 95% of teachers demonstrate effective instructional practices with scores of 3 or higher each semester. * 80% or more of students demonstrate mastery of standards by the end of each grading period. * At least 80% of students meet or exceed expectations on formative assessments (80% or higher) each quarter. * 90% of students score 80% or higher on exit tickets weekly, with real-time instructional adjustments made.	grade-level standards. Progress will be monitored quarterly through PLC meetings, data digs, and observation feedback to guide ongoing instructional improvements.				
	[A 2.1.2] Implement MSCS Instructional Expectations with 100% Fidelity Cordova Middle's leadership team and district advisors will ensure that classroom lessons are delivered with fidelity to the curriculum and aligned to Tennessee state standards through weekly lesson plan reviews and formal/informal observations. Teachers will participate in targeted instructional rounds and analyze student data to identify areas for improvement. Title I funds will be utilized to provide materials, resources, and supports that increase engagement and facilitate learning. Teachers will implement differentiated instruction through rotation stations to ensure all students receive targeted support to master grade-level standards. Progress will be monitored quarterly through PLC meetings, data digs, and	Dr. Wanda Merritt, Kyla Johnson	05/22/2026	Title I Funds	

	observation feedback to guide ongoing instructional improvements.				
	[A 2.1.3] Provide instructional supplies, academic programs, equipment, and other resources that support effective first teaching and supplement classroom instruction. Title I funds will be allocated to purchase curriculum-aligned instructional materials, academic programs, and classroom equipment to support effective teaching. These resources will be distributed to ensure that all teachers can implement lessons with fidelity. Guidance and training will be provided to teachers on the effective use of new materials and programs to enhance student engagement and learning. Teachers will be encouraged to integrate supplemental resources into daily instruction and lesson planning, using them to support differentiated learning and meet the diverse needs of all students.	Kyla Johnson	03/13/2026	Title I Funds	
	[A 2.1.4] Professional Training for Curriculum Implementation, Lesson Planning, Technology integration, and Instructional Practices Cordova Middle teachers will participate in ongoing professional development focused on curriculum implementation, effective lesson planning, technology integration, and strategies to enhance student engagement. These training sessions will be facilitated by the administrative team, which includes the PLC coach ,the Instructional Facilitator, the principal, the assistant principals, district instructional advisors, and content lead teachers. Additionally, district literacy staff will provide targeted professional development on Pearson's *My Perspectives* and *Ready Reading* programs, including instructional design strategies such as the gradual release of responsibility model.	Kyla Johnson, Dr. Wanda Merritt	05/22/2026	Title 1 Funds	
	[A 2.1.5] Purchase and provide interactive instructional software, supplies, equipment, and other resources, and equip teachers with the professional development needed to use these tools effectively.	Kyla Johnson	03/13/2026	Title I Funds	

	Interactive instructional software, classroom supplies, equipment, and other resources will be acquired and made available to all teachers to support engaging, standards-aligned instruction. Teachers will participate in targeted professional development to ensure they can deliver high-quality, interactive lessons using these tools. Instruction will be intentionally designed and implemented to leverage these resources, ensuring that all students are actively engaged and supported in mastering grade-level standards.				
[S 2.2] Professional Development Strengthen the capacity of teachers, administrators, and school instructional leaders, to implement instructional practice shifts that improve content pedagogy and support student mastery of grade-level standards. **Benchmark Indicator** ### **Implementation** * Weekly collaborative planning sessions documented with agendas and minutes to ensure alignment with curriculum and instructional goals * Monthly professional development sessions recorded with agendas and minutes to track participation, focus areas, and follow-up actions * Weekly PLC meetings recorded with agendas and minutes to provide targeted, departmentalized support * Bi-weekly administrative meetings to review classroom observation data and identify coaching needs ### **Effectiveness** * Weekly collaborative planning sessions will ensure full alignment with curriculum goals and instructional standards * Monthly professional development will result in at least 95% of teachers effectively using identified instructional strategies, contributing to a 10% increase in student achievement	**[A 2.2.1] Prescriptive Professional Development** **1.Instructional Rounds** Teachers will learn how to conduct and participate in instructional rounds to observe classroom practices, identify effective strategies, and share feedback to improve teaching and learning. **2.TEM Observation Schedule** Professional development will focus on understanding the Teacher Effectiveness Measure (TEM) rubric, observation protocols, and schedules to ensure consistent, standards-aligned classroom evaluations. **3.Unpacking and Dissecting Standards** Teachers will analyze state standards to identify learning objectives, key skills, and instructional strategies, ensuring lessons are fully aligned to grade-level expectations. **4.Technology Integration** ** **Training will focus on incorporating digital tools and instructional technology to enhance learning, increase engagement, and support differentiated instruction. **5.Student Engagement Strategies**	Kyla Johnson and Dr. Wanda Merritt	05/22/2026	Title 1 Funds	

* Weekly PLC meetings will ensure 100% of teachers receive targeted, departmentalized support, leading to a 10% increase in student performance * Bi-weekly administrative meetings will achieve a 10% increase in teachers demonstrating effective implementation of instructional practices	Teachers will explore strategies to actively engage students in the learning process, including collaborative activities, questioning techniques, and classroom management approaches that maximize participation. **6.Academic Monitoring** Professional development will provide strategies for tracking student progress, using formative assessments, and adjusting instruction to ensure mastery of learning objectives. **7.Aggressive Monitoring** Teachers will learn methods for closely monitoring student performance, identifying gaps early, and implementing timely interventions to accelerate learning. **8.Small Group Instruction** Training will focus on designing and implementing effective small group instruction to meet diverse student needs and provide targeted support. **9.Use of Manipulatives** Teachers will explore hands-on instructional tools and manipulatives to support conceptual understanding and reinforce learning in interactive ways. **10.Data Analysis** Professional development will provide teachers with skills to analyze student assessment data, identify trends, and make data-driven instructional decisions. **11.EOC Preparation**				

	Teachers will receive strategies to prepare students for End-of-Course (EOC) assessments, including practice activities, test-taking strategies, and alignment to tested standards. **12.Student Work Analysis** ** **Teachers will learn how to analyze student work samples to assess mastery, identify misconceptions, and adjust instruction to improve learning outcomes. **13.Additional Instructional Strategies / PLC Reflections** ** **This PD session will focus on collaborative reflection, sharing best practices, and exploring additional strategies to improve instruction and student achievement within PLCs. **14.Deliberate Practice** Teachers will intentionally refine specific instructional skills by planning and delivering targeted lessons, analyzing student data, reflecting on feedback, and adjusting their practice to improve teaching effectiveness and student learning.				
	[A 2.2.2] Offer training and informational sessions for parents to increase their understanding of state academic standards and support their child's learning at home. The school will host regular workshops and informational sessions for parents that explain state standards, learning objectives, and grade-level expectations. Resources such as handouts, guides, and online materials will be provided to reinforce training. Parents will also be encouraged to participate in school events, parent-teacher conferences, and PLC-related activities that connect them to classroom learning. School staff	Kyla Johnson and Chasity Frazier	05/22/2026	Title 1 Funds	

	will maintain communication through newsletters, emails, and the school website to provide ongoing support and guidance.				
	[A 2.2.3] Provide ongoing professional development, coaching, and collaborative opportunities to build leadership capacity and support teachers in implementing high-quality, standards-aligned instruction. School leaders and coaches will facilitate regular training sessions focused on effective leadership strategies, instructional best practices, data-driven decision-making, and teacher mentoring. Teachers will engage in professional learning communities (PLCs), peer observations, and coaching cycles to refine instructional skills and share effective strategies. Leaders will also participate in targeted development to strengthen their ability to support teachers, monitor classroom practices, and provide actionable feedback that promotes continuous improvement.	Kyla Johnson and Dr. Wanda Merritt	05/22/2026	Title 1 Funds	
[S 2.3] Targeted Interventions and Personalized Learning Implement academic interventions, flexible pacing, and diverse instructional approaches that address individual learning needs and promote mastery of grade-level standards. ** ** ** ** **Benchmark Indicator** ### **Implementation Indicators** * Weekly collaborative planning sessions conducted with agendas and minutes recorded to ensure alignment with curriculum goals and instructional standards * Monthly professional development sessions delivered to strengthen instructional strategies, with agendas and minutes documenting teacher	**[A 2.3.1] Supplemental supports and instructional resources designed to help struggling students meet grade-level standards and achieve academic growth** Students in need of intervention will use iReady and Aimsweb programs to monitor progress and guide instruction. Teachers will provide after-school tutoring twice weekly and 3rd-period enrichment opportunities for students requiring extra support in core subjects. Title I funds will be used to acquire instructional supplies, materials, equipment, and other resources that enhance classroom learning and engagement. Teachers will integrate these tools, tutoring sessions, and enrichment activities into their daily instruction to reinforce learning objectives and address individual student needs.	Principal Christopher Hardiman and AP Kusandral McVey	05/22/2026	Title1 Funds	

participation and content focus * Weekly PLC meetings providing departmentalized support for all teachers, enabling collaboration, reflection, and targeted instructional adjustments * Bi-weekly Instructional Leadership Team (ILT) meetings reviewing instructional priorities, progress, and teacher support needs * Bi-weekly administrative meetings monitoring classroom observations to identify trends and provide coaching for effective instructional practices * Documentation of agendas, meeting minutes, and PLC records reviewed regularly to confirm implementation fidelity ### **Effectiveness** * Classroom observations reviewed in bi-weekly administrative meetings will demonstrate a 10% increase in teachers effectively implementing instructional practices * Monthly professional development will result in at least 95% of teachers effectively implementing identified strategies, contributing to a 10% increase in student achievement * Weekly PLC meetings will ensure 100% of teachers receive departmentalized support to improve instruction and student outcomes * Bi-weekly ILT meetings will monitor adherence to the instructional framework, with at least 95% of teachers following it effectively, reflected in LOE scores of 3 or higher * Documentation reviews will confirm fidelity of implementation and identify areas where further support is needed.					

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	[A 2.3.2] Incorporate digital tools, software, and interactive resources into daily lessons to support differentiated instruction, reinforce content mastery, and actively engage all students in learning. Teachers will integrate appropriate technology into lesson planning and instruction, using tools such as adaptive learning programs, educational software, and interactive platforms to support student learning. Technology will be used to differentiate instruction, provide real-time feedback, and promote collaborative learning experiences. Cordova Middle School will upgrade and add technology in classrooms and labs to ensure students have access to the necessary devices and tools. Title I funds will be allocated to secure instructional supplies, materials, equipment, and additional support to engage students fully in classroom learning. Professional development will be provided to ensure teachers are proficient in using instructional technology effectively, and students will be encouraged to use technology responsibly and creatively to demonstrate understanding of grade-level content.	Principal Christopher Hardiman and Kyla Johnson	05/22/2026	Title I Funds	
	[A 2.3.3] Incorporate digital tools, software, and interactive resources into daily lessons to support differentiated instruction, reinforce content mastery, and actively engage all students in learning. Teachers will integrate appropriate technology into lesson planning and instruction, using tools such as adaptive learning programs, educational software, and interactive platforms to support student	Principal Christopher Hardiman, Dr. Wanda Merritt, Kyla Johnson, Martha Milling	05/22/2026	Title I Funds	

	learning. Technology will be used to differentiate instruction, provide real-time feedback, and promote collaborative learning experiences. Cordova Middle School will upgrade and add technology in classrooms and labs to ensure students have access to the necessary devices and tools. Title I funds will be allocated to secure instructional supplies, materials, equipment, and additional support to engage students fully in classroom learning. Professional development will be provided to ensure teachers are proficient in using instructional technology effectively, and students will be encouraged to use technology responsibly and creatively to demonstrate understanding of grade-level content.				

[G 3] Chronic Absenteeism and Discipline
If we strengthen attendance monitoring systems, increase family and community engagement, provide incentives for positive attendance, implement proactive behavior interventions, and equip staff with professional development in classroom management and restorative practices, then by spring 2026, daily attendance will increase and suspensions will decrease. We believe that when students and families are supported with clear expectations, consistent accountability, and a safe, well-managed learning environment, students will attend school more regularly and make positive behavioral choices, resulting in measurable improvements in both attendance and discipline outcomes.

Performance Measure
Cordova Middle Optional School will increase the daily average attendance rate from 92% in the 2024–2025 school year to 95% in the 2025–2026 school year, while simultaneously reducing the percentage of schoolwide suspensions from 28.8% to 15% over the same period.

Interventions and Supports Measurement

The effectiveness of interventions and supports will be monitored using the following data sources:

* **PowerSchool Data** – Daily attendance, tardies, individual student attendance history, behavior records, disciplinary incidents, referrals, and patterns of repeated offenses.
* **Power BI Data** – Trends in chronic absenteeism and discipline, subgroup analysis, and comparative reporting across grade levels and teams.
* **SharePoint** – Documentation of interventions, parent communication logs, behavior contracts, and team-level progress monitoring.
* **Peace-Free Bulletin Board** – Recognition of positive student behavior and reinforcement of schoolwide expectations.

These measures will be used to track reductions in chronic absenteeism and disciplinary incidents, monitor the effectiveness of attendance and behavior interventions, and ensure that students at risk for repeated absences or disciplinary issues receive timely and effective supports.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 3.1] Attendance and Discipline Interventions and Supports ****Cordova Middle Optional School (CMOS) will implement targeted interventions and support programs to address identified student needs in both attendance and behavior. These initiatives will focus on identifying students with chronic absenteeism or repeated behavioral concerns and providing appropriate, tiered supports to ensure improved attendance, positive behavior, and overall student success. **Benchmark Indicator** **Implementation** * Use 20-day attendance reports and monthly monitoring in PowerSchool/Power BI to identify students at risk of chronic absenteeism. * Monitor 20-day behavior and suspension reports to track infractions and disciplinary actions. * Conduct parent/student conferences and implement tiered supports (mentor check-ins weekly, attendance/behavior contracts reviewed bi-weekly, counselor referrals as needed). * Provide incentives and recognition (certificates monthly, shout-outs weekly, rewards quarterly) and engage community partners ongoing to support consistent attendance and positive behavior. **Effectiveness** * 20-day attendance reports will reflect a 5% decrease in the number of students absent; semesterly reports will show a 10% reduction in chronic absenteeism compared to the previous year. * 20-day behavior reports will reflect a 5% decrease in student infractions; suspension reports will reflect a 5% decrease in suspensions related to behavior. * Students receiving targeted supports will show a 5% increase in attendance and a 10% reduction in disciplinary incidents per quarter, as documented in	**[A 3.1.1] Attendance and Discipline Prevention and Intervention Plan** CMOS Attendance and Behavior Prevention & Intervention PlanCordova Middle Optional School (CMOS) will implement structured **attendance** and **RTI²B behavior** prevention and intervention plans with fidelity checks that provide support to students, families, and teachers to improve student outcomes. * **Data Monitoring:** Track attendance through daily submissions, 20-day reports, and chronic absenteeism trackers; monitor behavior through referrals, suspensions, and 20-day reports to identify students in need. * **Tiered Interventions (Tiers 1–3):** + Attendance – positive incentives for good attendance, parent contact, attendance contracts, mentoring/check-ins, and SART/SARB referrals for persistent absences. + Behavior – small-group supports, behavior contracts, SEL lessons, and restorative practices. * **Professional Development & Staff Support:** Provide teachers and staff with professional development and coaching on attendance strategies, family engagement techniques, and effective classroom/behavior management practices. * **Fidelity Checks:** Conduct administrative reviews of attendance records, teacher logs, behavior referrals, observations, and intervention documentation to ensure supports are implemented correctly. * **Progress Monitoring:** Adjust interventions every 20 days based on updated attendance and behavior data. * **Stakeholder Communication:** Maintain consistent communication with parents, teachers, and community partners to collaborate on strategies that improve attendance, promote positive behavior, and reduce barriers to student success.	Principal Christopher Hardiman and Mrs. Barton-Smith Attendance Liason	05/22/2026	Title I Funds	

PowerSchool and SharePoint logs (reviewed monthly). * Student participation in incentive programs and community-supported initiatives will demonstrate a 10% quarterly increase in daily attendance, positive behavior points, and overall engagement, as tracked in incentive rosters and SharePoint logs (monthly).					
	[A 3.1.2] Positve Attendance and Behavior Incentives Suggested Attendance & Behavior Incentives * **ClassDojo / Digital Recognition** – Award points or badges for consistent attendance, punctuality, and positive behavior. * **Weekly or Monthly Certificates** – Recognize “Attendance & Behavior Champions of the Week/Month.” * **Small Tangible Rewards** – Pencils, bookmarks, snacks, stickers, or homework passes for students who meet attendance and behavior goals. * **Classroom Incentives** – Extra recess, fun activities, games, or classroom celebrations when the whole class achieves high attendance rates and meets behavior expectations. * **Schoolwide Celebrations** – Host quarterly reward events (PBIS celebrations, dance, movie day, sports tournament, treat day, pep rallies) for students with strong attendance and positive behavior records. * **Community Partner Incentives** – Collaborate with local businesses (e.g., Walmart, Kroger, Sprouts, Edible Arrangements) to provide gift cards, coupons, prizes, or experiences for students with excellent or improved attendance and behavior.	Principal Christopher Hardiman, AP Andreanna Williams	05/22/2026	Title I Funds	
[S 3.2] Professional Development Cordova Middle School, in collaboration with the district, will provide ongoing, high-quality professional development for school leaders,	**[A 3.2.1] Prescriptive Professional Development** Professional Development Plan 2025–2026Cordova Middle School (CMS), in collaboration with the district, will provide teachers	Kyla Johnson, Principal Christopher Hardiman,	05/22/2026	Title I Funds	

teachers, and instructional staff. The goal is to strengthen instructional practices and schoolwide strategies that positively impact student attendance, behavior, engagement, and overall achievement. **Benchmark Indicator** **Implementation** * **Quarterly RTI²-B Training & Data Reports** * **Monthly SART and SARB Meeting Minutes ** **Effectiveness** * **Quarterly RTI²-B Training & Data Reports:** Attendance data will show a **5% reduction** in repeated attendance infractions every 20 days, while discipline data will reflect a **5% decrease** in student infractions each month. * **Monthly SART and SARB Meeting Minutes:** SART/SARB outcomes will demonstrate a **5% decrease** in chronic absenteeism each quarter, and schools will achieve a **5% reduction** in behavior referrals and suspensions every 20 days. Student participation in positive behavior initiatives (PBIS recognition, incentives, celebrations) will increase by **10%** each semester.	with prescriptive professional development aligned to instructional and school climate practices to improve student behavior outcomes and decrease chronic absenteeism. This professional learning will emphasize effective communication and research-based strategies to foster a positive and supportive school culture. **Suggested PD for the 2025–26 School Year** * **Parent Communication** – Strategies for consistent and effective communication with families to support student success. * **Building Relationships** – Techniques to strengthen teacher-student connections and improve engagement. * **ClassDojo** – Utilizing digital platforms to reinforce positive behavior and track classroom engagement. * **Progressive Discipline** – Training on consistent implementation of schoolwide discipline policies and interventions. * **Title IX Training** – Ensuring staff are knowledgeable about legal requirements and maintaining safe, equitable school environments. **Expected Outcomes** * Reduction in behavioral incidents and suspensions. * Increased positive student engagement and improved classroom climate. * Decrease in chronic absenteeism. * Enhanced teacher skills in communication, relationship-building, and implementation of schoolwide practices. *	Mrs. Barton-Smith Attendance Liason			
[S 3.3] Parent, Family, and Community Engagement Parent, Family, and Community Engagement PlanCordova Middle Optional School (CMOS) will promote effective parent, family, and community engagement to support safe schools and improve	**[A 3.3.1] Community Engagement** Cordova Middle School (CMS) will build and strengthen partnerships with community organizations, including Trinity Baptist, Edible Arrangements, Sprouts, Walmart, Kroger, Hope Presbyterian Church, and Bert Ferguson	Principal Christopher Hardiman	05/22/2026	Title I Funds	

both student attendance and behavior. **Benchmark Indicator** **Implementation** * **Quarterly Parent Surveys** * **Monthly Parent Meetings** * **Semesterly Parent-Teacher Conferences** **Effectiveness** * **Parent Surveys** – Feedback will result in at least one additional **attendance- or behavior-focused family engagement event** each semester based on parent input. * **Monthly Parent Meetings**– Parent participation will **increase by at least 10%**, with documented discussions on attendance and behavior supports and strategies. * **Semesterly Parent-Teacher Conferences** – Schools will achieve a **5% decrease in chronic absenteeism** and a **5% decrease in behavioral infractions** following conference discussions and targeted interventions.	Community Center, to support both positive student attendance and behavior. These partnerships will provide **attendance-based and behavior-based incentives** for students, reinforcing consistent school attendance, positive conduct, and adherence to schoolwide expectations. Through these collaborations, CMS will reduce chronic absenteeism, decrease behavioral infractions and suspensions, and ultimately improve student engagement, achievement, and overall school climate.				
	[A 3.3.2] Expand Community Resources Cordova Middle School (CMOS) will expand the School Adopter Program to connect with additional businesses and community organizations. These partnerships will provide **attendance-based and behavior-based supports and incentives** for students, including: * **Mentoring and Guidance Programs** – Encourage consistent school attendance and reinforce positive conduct. * **Incentives and Recognition** – Celebrate students demonstrating strong or improved attendance and those consistently meeting schoolwide behavior expectations. * **Resources for Schoolwide Initiatives** – Provide	Principal Christopher Hardiman	05/22/2026	Title I Funds	

	support for classroom and campus programs, including RTI²-A, RTI²-B, PBIS, and parent outreach initiatives. Through these expanded partnerships, CMOS will reduce chronic absenteeism, decrease behavioral infractions and suspension rates, and strengthen school-community relationships. These efforts will foster a positive school climate and support student success by improving engagement, achievement, and overall well-being.				
	[A 3.3.3] Parent Teacher Association Cordova Middle School (CMOS) leadership and staff will rebuild and strengthen the Parent Association to actively engage families in supporting both **positive student attendance and behavior**. The Parent Association will provide opportunities to: * Educate parents on the importance of daily attendance, schoolwide behavior expectations, and safe school practices. * Review school goals related to attendance and behavior, and share strategies to reduce absenteeism and infractions. * Promote collaboration between families and staff to reinforce consistent attendance routines and behavior interventions at home and at school. This initiative aims to **decrease chronic absenteeism, reduce behavioral infractions, support RTI²-A, RTI²-B, and PBIS initiatives, and foster a positive school climate** through active family involvement.	Kyla Johnson, PTO President Lashun Clark	05/22/2026	Title I Funds	