

A. B. Hill Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts: A. B. Hill Elementary School will improve on track and mastery proficiency rates in grades 3-5 from 7.5% in SY24 to 20% in SY26.

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

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

District Turnaround Plan Goal

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of standards aligned curricula Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Supporting Data ----- *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.* i-Ready data showed a 5% increase in proficiency	[A 1.1.1] Professional Learning Communities Description ----- *Provide a brief narrative of the proposed action step.* ELA PLC teams will meet weekly to analyze student data and use findings to guide reteaching, differentiated instruction, and targeted interventions that address individual student needs. Teachers will collaborate to share effective strategies for increasing student achievement. Both classroom and SPED teachers will actively participate in PLC meetings to ensure alignment of instruction and support for all learners. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Common Assessments Grading Rubric	Allison Duncan, Adrianne Braggs Hennings, Loren Smith, Derrick McIntosh	05/21/2026		

between the fall and spring assessments. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.??* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.	to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.				
	[A 1.1.2] ELA Classroom Learning Environment Description ----- *Provide a brief narrative of the proposed action step.* Reading instruction will be delivered through a balance of whole group lessons and small group	Allison Duncan, Adrianne Braggs Hennings, Loren Smith, Derrick McIntosh	05/21/2026	SSIG 2.0 TAG 5.0 Title 1	

	learning stations within an uninterrupted literacy block. Teachers will provide explicit instruction in reading and writing, supported by independent and collaborative activities that are closely monitored. Technology tools such as interactive boards, document cameras, Ready Reading, and Wonders, along with additional targeted learning materials/resources, will enhance engagement, collaboration, and critical thinking, creating an interactive and effective environment for all K–5 students achieve academic proficiency. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * School-Wide Classroom Environment Look-Fors Checklist to assist school leaders, coaches, or teacher teams conduct walkthroughs or self-assessments across classrooms (Monthly) * Weekly Math Walk-Through Tool to consistently assess and track key instructional protocols * Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items (Weekly) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 90% of classrooms will consistently implement learning environment expectations, resulting in 80% of students demonstrating increased engagement and on-task behavior during observations. (Monthly)				
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	* 100% of classrooms will be observed weekly, with at least 85% of teachers consistently implementing key instructional protocols identified in the ELA Walk-Through Tool. (Weekly) * 100% of teachers implementing School-Wide Look-Fors while utilizing Best Practices modeled in PLCs daily, with 80% of students achieving 70% or higher on Bi-Weekly assessments (Weekly) FSG Learning and Consulting Services, LLC 72210-196 Teacher stipends to attend the FSG virtual training for 3 hours and 1 additional hour per session to plan based on the PD strategies learned. \$26.00 per/hour @ 4 hours a day= \$104.00 per day per teacher 3-day pd per teacher= \$312.00 Total teachers: 15 =\$4,680.00 (teacher pay) Benefits 201SS-\$334.05 204 Ret-\$328.00 212 Med-\$67.86 Total \$5,409.91				
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	FSG Learning and Consulting (Virtual PD)= \$9,000 Teacher stipend= \$5,409.91 Total= \$14,409.91				
	Flagship Carpets Circles Rug, Rectangle, 7' 6" x 12' 3 @ \$325.89 Total:\$977.67				
	Carpets for Kids® Premium Collection Sequential Seating Literacy ABC Rug, 8' x 12, Multicolor 3 @ \$584.49 Total: \$1753.47				
	Carpets for Kids® Premium Collection 30 Seats Colorful Rows Seating Rug, 8'4" x 13'4", Multicolor 6 @ \$467.99 Total: \$2807.94				
	Marco Group Apex™ Series Adjustable Rectangle 60"W Student Desk, Gray Nebula/Black Item 30 @ \$289.29 Total: \$8,678.70				

	Chartpak Pickett Vinyl Numbers, 4", White Item 15 @ \$12.43 Total: \$186.45 TOTAL: \$14,404.23				
	[A 1.1.3] Provide ELA Instructional Resources/Equipment to Improve Student Achievement Description ----- *Provide a brief narrative of the proposed action step.* Students will receive additional resources such as practice books, online programs, and subscriptions to reduce testing anxiety and enhance the curriculum. To strengthen literacy, K–5 classrooms will be equipped with books, libraries, and literacy centers, along with necessary supplies and technology (e.g., laptops, tablets, interactive panels) to increase academic achievement. Instructional quality will be monitored through School Learning Walks, with immediate feedback provided to teachers. Data and observations will guide differentiated professional development, coaching, and collaborative planning to improve lesson design, instructional delivery, and standards alignment. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.*	Allison Duncan, Adrianne Braggs Hennings, Loren Smith, Derrick McIntosh	05/21/2026	TAG 5 SSIG 2.0 Title 1	

	* Monthly Budget Analysis Meeting minutes with the federal supervisor capturing discussions, adjustments, and decisions made to secure additional learning resources that support Tier 1 instruction. * Data Analysis Reports generated by Performance Matters will be used to monitor academic progress, identify areas of need, and adjust instruction to improve student achievement. (Bi-Weekly and Quarterly) * Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items (Weekly) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 90% of requested Tier 1 instructional resources secured and implemented to support student achievement by February 2026 * 80% of students expected to score 70% or higher on common assessments (Bi-weekly and Quarterly) * 100% of teachers implementing School-Wide Look-Fors while utilizing Best Practices modeled in PLCs daily, with 80% of students achieving 70% or higher on weekly assessments (Weekly) Swing, Sloth! Read Along 9 @ \$36.50=\$328.50				
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	Race Day Read Along 9 @ \$36.50=\$328.50 Swim Fish! Read Along 9 @ \$36.50=\$328.50 Storms Read Along 9 @ \$36.50=\$328.50 Dinosaurs Read Along 9 @ \$36.50=\$328.50 Whoo's Listening Headphones Set Of 8 Blue 8 @ \$149.00=\$1192.00 Whoo's Listening Headphones Set Of 8 Green 8 @ \$149.00=\$1192.00 All In One Cd Player With Bluetooth 14 @ \$149.00=\$2086.00 Informational Text Read Alongs Level 1 9 @ \$179.00=\$1611.00 Guided Reading Leveled Book Sets Library 14 @ \$199.00=\$2786.00 Blends Skill Building Book Set 14 @ \$39.99=\$559.86 Long Vowels Skill Building Book Set				
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	14 @ \$39.99=\$559.686				
	I Can Read Readers-Complete Series				
	14 @ \$169.00=\$2366.00				
	Lakeshore Word Family Readers				
	14 @ \$49.99=\$699.86				
	Short Vowel Skill Building Book Set				
	10@ \$39.99=\$399.90				
	Rhythm And Rhyme Paperback Library				
	7 @ \$107.50=\$752.50				
	Book Display Stand				
	14 @ \$49.99=\$699.86				
	Phonics Skill Building Book Sets Complete				
	10 @ 159.00=1590.00				
	Lakeshore Fiction Sight Word Readers				
	12 @ \$49.995=\$599.88				
	Big Book Story Telling Activity Kits				
	10 @ \$549.00=\$5490.00				
	Classroom Favorites Big Books Set				
	10 @ \$129.00=\$1290.00				
	Classroom Favorites Big Books Set 3				
	10 @ \$129.00=\$1290.00				

	3-5 Grades Leveled Books Classroom Library Books 8 @ \$24.60=\$196.80 Classroom Favorites Big Books Set 2 8 @ \$129.00=\$1032.00 Nonfiction Leveled Books Classroom Library 14 @ \$789.00=\$11,046.00 Leveled Books Classroom Library 8 @ \$739.00=\$5912.00 **Total: \$ 44,994.02**				
	[A 1.1.4] Instructional Curriculum Coach Description ----- *Provide a brief narrative of the proposed action step.* Instructional Curriculum Coach will conduct learning walks, provide immediate feedback, and deliver differentiated professional development in planning, instructional delivery, and standards alignment. They will also support collaborative planning by modeling tiered instruction and guiding data-driven decisions to strengthen teaching practices. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.*	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026	TAG 5.0	

	* Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students will score 70% or better on bi-weekly common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.				
[S 1.2] 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* Provide professional development for teachers, administrators, instructional leaders, and district advisors on how to clearly articulate and implement the instructional practice shifts that strengthen teachers' pedagogy, deepen understanding of	[A 1.2.1] Summer Planning and Support Description ----- *Provide a brief narrative of the proposed action step.* To explain and reinforce the core actions for each instructional practice, the Instructional Leadership Team (ILT) will conduct informal observation walkthroughs. During these walkthroughs, the ILT will provide and explain the informal observation tool along with clearly defined classroom expectations. ELA teachers will be expected to	Allison Duncan, Adrianne Braggs Hennings, Loren Smith, Derrick McIntosh	05/21/2026	Title 1	

content, and align instruction to the standards. This training will focus on identifying and applying standards-based look-fors, improving students' skill development, and supporting students in reaching proficiency in reading grade-level texts. 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.* i-Ready data showed a 5% increase in proficiency between the fall and spring assessments. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.* * Bi-weekly Common Assessments created by PLC and Instructional Facilitators to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * New teacher professional development sessions to assist with effective lesson planning, classroom management, delivery of high-quality instruction, and familiarity with district standards and curriculum Effectiveness -----	consistently implement a set of core instructional actions modeled and communicated by the ILT. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Deliberate practice during PLCs to improve lesson delivery * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items * Instructional Rounds Walkthrough Rubric to improve instructional practices Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of teachers demonstrating growth through walkthrough data, PLC feedback, and student assessment results * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers will implement best practices resulting in 80% of students scoring 70% or higher on bi-weekly common assessments				
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How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency? * 80% of students will perform on track or mastered on bi weekly assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments					
	[A 1.2.2] Conduct Parent Trainings Description ----- *Provide a brief narrative of the proposed action step.* The PLCC will launch Parent Training sessions for all families to help them prepare their children for success in school. Parents will receive practical tips to support learning at home, along with grade-specific reading strategies they can use to strengthen their child's reading skills and foster a love for literacy. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Parental Training Survey Feedback to assess needs * Parent Meetings to capture discussion topics, actions, and follow-up items * Additional Resources used to target deficit skills Effectiveness -----	Allison Duncan, Adrianne Hennings, Loren Smith, Daphane Broome, Tericka Lawrence	05/21/2026	Title 1	

	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. * Monthly survey responses to determine if parent needs are identified and addressed, with increased satisfaction and participation over time. * 80% of parents will attend parent meetings resulting in improved communication, stronger partnerships, and measurable parent engagement * 80% of parents will use the additional resources resulting in increased proficiency percentage rates				
	[A 1.2.3] Quarterly Training for RTI Team Description ----- *Provide a brief narrative of the proposed action step.* Through progress monitoring, scheduling, and benchmarking, instructors will ensure that student growth rates in English Language Arts are met and exceeded. This will be achieved by providing tailored instruction and targeted interventions for students who need additional support, offering professional development for teachers to strengthen instructional practices, and creating enrichment opportunities for students who are ready for more challenging material. Regular assessments and evaluations will guide instructional decisions, ensuring that each student's unique needs are addressed. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-Weekly/Weekly progress monitoring to assess and track student progress * Daily Student Intervention to target learning	Allison Duncan, Adrianne Braggs Hennings, Daphane Broome, Loren Smith, Derrick McIntosh	05/21/2026		

	deficits * Fidelity Check Rubrics to ensure intervention is occurring Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students will show growth through daily intervention and weekly progress monitoring * 90% of tier 2 and tier 3 students will show growth from daily intervention * 100% of staff will provide daily intervention resulting in increased proficiency				
	[A 1.2.4] Professional Development Description ----- *Provide a brief narrative of the proposed action step.* Professional development will be provided for both ELA and Math teachers to build capacity in direct instruction and effective planning. The school will contract with external vendors to deliver training that strengthens teacher knowledge of instructional practices and content. To support teacher growth and ensure sustained participation, teachers will receive an hourly stipend for planning and professional development sessions that take place outside of their contracted hours. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.*	Derrick McIntosh, Principal	05/21/2026	Title 1	

	* Classroom Walkthrough Rubric to consistently assess and track the implementation of learned strategies * Bi-Weekly Assessment Data, Growth Measures, and Engagement levels to indicate the impact on student achievement. * PLC notes, coaching logs, and peer observations to capture how teachers are incorporating strategies into planning and instruction Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of teachers implementing strategies learned resulting in increased proficiency rates * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.				
[S 1.3] Provide additional support for students who are failing to make academic progress Rationale ----- *Provide a rationale for choosing the strategy/intervention.* The school will provide academic interventions, personalized learning activities, individualized pacing, and varied instructional approaches to address the diverse needs of learners. These supports will be intentionally designed to close gaps, extend learning for advanced students, and ultimately improve student achievement by	[A 1.3.1] Family Literacy Night Description ----- *Provide a brief narrative of the proposed action step.* At Literacy Family Night, parents and students in grades K–5 will have the opportunity to participate in engaging reading and writing activities together. The event will feature read-alouds, interactive literacy games, and writing challenges designed to strengthen students’ comprehension, fluency, and love of reading. Families will leave with practical strategies to support literacy at home and a greater	Allison Duncan, Daphane Broome, Adrianne Braggs Hennings, Loren Smith, Derrick McIntosh	05/21/2026	Title 1	

ensuring every student receives the right level of instruction at the right time 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.* i-Ready data showed a 5% increase in proficiency between the fall and spring assessments. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 80% of students expected to score 70% or higher on common assessments.	appreciation for the importance of reading and writing in everyday life. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Conduct quarterly Parent-Teacher Conference feedback/surveys to gather input from families and guide improvements in communication and instructional support. * PLCs/Collaborative Meetings with SPED and general education teachers and parents to align services, share progress, and strengthen student support * Host monthly Parent Engagement Meetings to build strong home-school connections and increase family involvement in student learning Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 60% of parents participate in Parent Teacher Conferences to support student achievement, aiming for a 20% increase on quarterly assessments and at least 1 letter grade improvement by semester's end. * 60% of parents of students with disabilities engaging in reviewing student progress and strategies, supporting a 10% growth on quarterly CFA assessments.				
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* 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.	* 75% parent participation to increase home support and contribute to at least a 3% rise in students' quarterly grades.				
	[A 1.3.2] Provide Differentiated Instruction Description ----- *Provide a brief narrative of the proposed action step.* To meet the needs of all students in literacy, teachers in all grades will provide differentiated instruction through small group lessons that allow for flexible pacing and targeted support, helping students reach achievement and growth goals. Resources will be purchased to strengthen literacy stations, including interactive boards, laptops, desktops, student headphones, leveled readers, classroom library books, and poster materials. Teachers will use interactive boards to increase engagement in reading and writing lessons, while blended learning assignments will build student independence and accountability for individualized tasks. Leveled readers and classroom library books will provide additional opportunities for practice and reinforcement of skills taught during daily instruction. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional	Allison Duncan, Adrianne Braggs Hennings, Loren Smith, Derrick McIntosh	05/21/2026	SSIG 2.0 Title 1	

	look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.				
	[A 1.3.3] Provide Extended Learning Description ----- *Provide a brief narrative of the proposed action step.* Extended Learning will take place before and/or after school to provide tutoring for students who are struggling in reading. Student achievement will be supported through small group settings and intensive, targeted instruction. The program will also include activities designed to build a sense of community and promote positive behavior. In addition, staff members will be available to offer guidance and support to both students and their families. Implementation	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026	Title 1	

	----- *Identify the indicator(s) used to measure implementation of the action step.* ### **Instructional Tools** * Curriculum Resources that are aligned lesson plans, intervention materials, or programs to provide differentiated instruction * Progress Monitoring Data to measure academic gains * Bi-weekly/Quarterly Common Assessments Grading Rubric to consistently assess and track student data Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 90% of teachers consistently use these resources to provide targeted instruction, resulting in at least 80% of students showing growth toward proficiency on bi-weekly and benchmark assessment * Bi-weekly progress monitoring data will show 30% of enrolled tutoring students will score 70% or higher on bi-weekly assessment. * 80% of extended learning students meeting or exceeding expectations on quarterly CFA's (incremental increase, increasing by 10% from fall to winter and then from winter to spring)				
	[A 1.3.4] Additional Support Description -----	Derrick McIntosh, Allison	05/21/2026		

	Provide a brief narrative of the proposed action step. During the teacher's intervention block, observations will be conducted to provide intensive, on-the-ground support. This support will include modeling lessons, creating student learning centers, analyzing iReady data to develop individualized RTI plans, co-teaching with the RTI teacher, and assisting teachers in reviewing reports to determine instructional levels. Weekly updates will be shared with school leadership to highlight grade band trends, areas of strength, and areas in need, along with suggested professional development opportunities. Collaboration with the RTI teacher will focus on creating and implementing data-driven instruction that meets the individual needs of students. Student progress and performance data will be closely monitored to ensure instruction is effective, and teachers will be guided in selecting the most appropriate instructional strategies for individual learners. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure	Duncan, Adrianne Briggs Hennings			
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	effectiveness toward increasing student achievement.* * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments. * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments.				
	[A 1.3.5] Improving Student Achievement through the use of Educational Assistants Description ----- *Provide a brief narrative of the proposed action step.* Students will receive differentiated Tier I instruction delivered by an educational assistant through small group or one-on-one settings. These personalized learning and academic intervention activities will address individual student needs by providing flexible pacing and tailored instructional approaches that ensure every learner has the support necessary to succeed. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics,	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026		

	actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students will score 70% or better on bi-weekly common assessments.* * 100% of all students will receive differentiated small group instruction by teachers and educational assistants that will result in at least a 3% increase in student quarterly grades * 100% of lesson plans will show differentiated instruction in Tier II and III instruction which will lead to an increase in progress monitoring scores for at least 80% of targeted math students.				
[S 1.4] Provide support to ensure that an effective instructional model is implemented Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Because a majority of the staff are new or novice teachers, additional support is needed. An instructional coach for grades 3–5 in ELA and Math will provide targeted coaching and professional development to help teachers strengthen lesson planning, refine instructional delivery, and build confidence in implementing high-quality practices. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If	[A 1.4.1] Instructional Curriculum Coach Description ----- *Provide a brief narrative of the proposed action step.* Because a majority of the staff are new or novice teachers, additional support is needed. An instructional coach for grades 3–5 in ELA and Math will provide targeted coaching and professional development to help teachers strengthen lesson planning, refine instructional delivery, and build confidence in implementing high-quality practices resulting in increased student achievement. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.*	Derrick McIntosh, Principal	05/21/2026	TAG 5.0	

this is a new strategy/intervention, indicate that it is a new strategy/intervention.* For Reading Language Arts, the School-wide percentage of students scoring Ontrack level increased by 1% from the fall to the spring testing and 6% increased from fall to spring for students who exceeded expectations. i-Ready data showed a 5% increase in proficiency between the fall and spring assessments. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 70% of students will increase a minimum of three points on core content CFA assessments. * 100% of teachers will receive immediate feedback from weekly walkthroughs to determine	* Weekly coaching reports and professional development (agendas and minutes) * Weekly classroom walkthrough tool and rubric * Weekly collaborative planning sessions (agendas and minutes) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of teachers will participate in coaching and professional development sessions, with at least 85% demonstrating growth in instructional practices based on walkthrough data. (Weekly) * 90% of teachers consistently implementing feedback from the Instructional Curriculum Coach to improve instructional delivery and student outcomes. (weekly) * 100% of teachers will engage in lesson design supported by the Instructional Curriculum Coach, resulting in at least 80% of students meeting grade-level expectations on common assessments. (Weekly) **Instructional Coach ** Base Salary \$74,387.11 201 \$4612.00 204 \$5207.10 207 \$8801.00				
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support needed to increase student mastery * 90% implementation of weekly PLC's /collaborative planning geared towards teacher and student success.	210 \$200.00 212 \$1078.61 206 \$471.61 **Total: \$94,757.44**				
[S 1.5] Focus on Foundational Literacy (Early Literacy) Rationale ----- Early literacy proficiency is a critical predictor of long-term academic success. Research shows that students who read on grade level by the end of third grade are more likely to meet or exceed achievement benchmarks across all subjects and graduate on time. By focusing on high-quality, evidence-based literacy instruction in the primary grades, schools ensure mastery of foundational skills, provide timely interventions, and reduce the need for remediation in later years. Supporting Data ----- New Strategy Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda	[A 1.5.1] Classroom Library Description ----- *Provide a brief narrative of the proposed action step.* In order to ensure readiness skills for K–2 students, the school will utilize District Formative Assessment tools, Educational Epiphany, Reading 360, i-Ready, and Wonders materials. These resources will be used to engage students in language arts, mathematics, and science while providing meaningful data to guide instruction. Data gathered from these tools will allow teachers to target instruction to meet the individual needs of students, while school-wide data trends will be used to inform instructional planning, professional development, and resource allocation. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness	Allison Duncan, Adrianne Braggs Hennings, Loren Smith, Derrick McIntosh	05/21/2026	TAG 5 Title 1 SSIG 2.0	

and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.	----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.				
	[A 1.5.2] Implement Small Group Intervention Description ----- *Provide a brief narrative of the proposed action step.* To ensure all K–5 students receive targeted support for academic growth, the school will implement one-to-one tutoring paired with online assessment tools as part of its tiered intervention framework. Individualized tutoring provides immediate feedback and personalized instruction to address specific learning gaps, while adaptive online assessments supply real-time data to identify needs, guide planning, and monitor progress. Together, these strategies create a responsive, data-driven system that aligns support with student needs, promotes equity, and strengthens readiness for grade-level learning.	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026		

	Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Daily Small Group Instruction to build student capacity in deficit skills * Data Analysis to monitor and track student progress * Walkthrough Tool Rubric to ensure small group instruction is occurring Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students in deficit areas show growth on weekly and benchmark assessments. * Student progress is reviewed bi-weekly, with instructional adjustments made in 100% of PLC meetings. * 90% of walkthroughs confirm small group instruction is implemented with fidelity				
	[A 1.5.3] Conduct Data Analysis/Discussion with Educators Description ----- *Provide a brief narrative of the proposed action step.* To increase student achievement, 60% of students will receive additional daily support from teachers and School Education Assistants (SEAs) through targeted interventions aligned to identified needs. In addition, 100% of teachers will analyze student data on a biweekly basis to determine the most effective intervention methods and adjust instruction accordingly. This systematic approach	Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026		

	ensures that instructional support is both proactive and responsive, fostering continuous growth for all learners. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.				
	[A 1.5.4] Provide School-Based Professional Development on Foundational Skills (PLC/Faculty meetings) Description ----- *Provide a brief narrative of the proposed action step.*	Allison Duncan, Adrianne Braggs Hennings, Loren Smith, Derrick McIntosh	05/21/2026		

	The Instructional Coach creates well-organized, relevant, and meaningful professional learning opportunities that are rigorous, incorporate stakeholder input, provide choice, and ensure immediate usefulness for teachers. By offering timely feedback, consistent follow-up, and access to resources, the coach supports teachers in strengthening instructional practices. In this role, the Instructional Coach also fosters a collaborative community of learners and promotes a culture of continuous improvement and self-reflection across the school. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Professional Development to increase instructional strategies * Attend District Professional Development to gain highly effective best practices * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 50% of teachers and admin will attend Innovative School Summit, National Institute for Excellence in teaching, UnBOUNDED Standards Institute, amongst other professional development platforms to engage in rigorous learning opportunities				
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	annually, that will be useful for student success. * 100% of teachers implementing best practices aiming for 80% of student success weekly. * 100% of the teachers will implement best practices learned from weekly PLC's/ collaborative planning				
[G 2] Mathematics: A. B. Hill Elementary School will improve on track and mastery proficiency rates in grades 3-5 from 4% in SY24 to 14% in SY26. **Effective Instruction Best for All Strategic Plan alignment: Academics** Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice. District Turnaround Plan Goal [G 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Provide daily access to a rigorous mathematics curriculum that builds students' deep conceptual understanding, strengthens problem-solving and reasoning skills, and promotes mastery of the Tennessee Math Standards to ensure all students are prepared for future college and career opportunities. Supporting Data ----- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If	[A 2.1.1] Professional Learning Communities Description ----- *Provide a brief narrative of the proposed action step.* Math PLC teams will meet weekly to analyze student data and use findings to guide reteaching, differentiated instruction, and targeted interventions that address individual student needs. Teachers will collaborate to share effective strategies for improving student achievement. Both classroom and SPED teachers will actively participate in PLC meetings to ensure alignment of instruction and support for all learners. Implementation ----- *Identify the indicator(s) used to measure	Derrick McIntosh, Adrienne Braggs Hennings, Loren Smith	05/21/2026		

this is a new strategy/intervention, indicate that it is a new strategy/intervention.* i-Ready data showed a 6% increase in proficiency between the fall and spring assessments. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.	implementation of the action step.* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.				
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	[A 2.1.2] Math Classroom Learning Environment Description ----- *Provide a brief narrative of the proposed action step.* Math instruction will be delivered through a balance of whole group lessons and small group learning stations within an uninterrupted math block. Teachers will provide explicit instruction in mathematical concepts and problem-solving, supported by independent and collaborative activities that are closely monitored. Technology tools such as interactive boards, document cameras, manipulatives, math software, and additional targeted learning materials/resources will enhance engagement, collaboration, and critical thinking, creating an interactive and effective environment for all K–5 students to increase academic achievement. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * School-Wide Classroom Environment Look-Fors Checklist to assist school leaders, coaches, or teacher teams conduct walkthroughs or self-assessments across classrooms (Monthly) * Weekly Math Walk-Through Tool to consistently assess and track key instructional protocols * Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items (Weekly) Effectiveness	Derrick McIntosh, Adrianne Braggs Hennings, Allison Duncan, Loren Smith	05/21/2026	SSIG 2.0 TAG 5.0 Title 1	
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	----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 90% of classrooms will consistently implement learning environment expectations, resulting in 80% of students demonstrating increased engagement and on-task behavior during observations. (Monthly) * 100% of classrooms will be observed weekly, with at least 85% of teachers consistently implementing key instructional protocols identified in the ELA Walk-Through Tool. (Weekly) * 100% of teachers implementing School-Wide Look-Fors while utilizing Best Practices modeled in PLCs daily, with 80% of students achieving 70% or higher on Bi-Weekly assessments (Weekly) FSG Learning and Consulting Services, LLC 72210-196 Teacher stipends to attend the FSG virtual training for 3 hours and 1 additional hour per session to plan based on the PD strategies learned. \$26.00 per/hour @ 4 hours a day= \$104.00 per day per teacher 3-day pd per teacher= \$312.00 Total teachers: 15 =\$4,680.00 (teacher pay) Benefits 201SS-\$334.05				
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	204 Ret-\$328.00				
	212 Med-\$67.86				
	Total \$5,409.91				
	 FSG Learning and Consulting (Virtual PD)= \$9,000				
	Teacher stipend= \$5,409.91				
	Total= \$14,409.91				
	 Flagship Carpets Circles Rug, Rectangle, 7' 6" x 12'				
	3 @ \$325.89				
	Total:\$977.67				
	 Carpets for Kids® Premium Collection Sequential Seating Literacy ABC Rug, 8' x 12, Multicolor				
	3 @ \$584.49				
	Total: \$1753.47				
	 Carpets for Kids® Premium Collection 30 Seats Colorful Rows Seating Rug, 8'4" x 13'4", Multicolor				
	6 @ \$467.99				
	Total: \$2807.94				

	Marco Group Apex™ Series Adjustable Rectangle 60"W Student Desk, Gray Nebula/Black Item 30 @ \$289.29 Total: \$8,678.70 Chartpak Pickett Vinyl Numbers, 4", White Item 15 @ \$12.43 Total: \$186.45 TOTAL: \$14,404.23				
	[A 2.1.3] Provide Math Instructional Resources/Equipment to Improve Student Achievement Description ----- *Provide a brief narrative of the proposed action step.* Students will be supported with additional math resources such as workbooks, problem-solving materials, manipulatives, and online programs to reduce math anxiety and strengthen the curriculum. Classrooms will be equipped with technology and supplies, including laptops, tablets, calculators, and interactive panels, to enhance instruction. Instructional quality will be monitored through School Learning Walks with immediate feedback to teachers. Observations and student data will guide differentiated professional development, coaching, and collaborative planning to improve lesson design, instructional delivery, and standards alignment in math.	Derrick McIntosh, Allison Duncan Adrianne Braggs Hennings, Loren Smith	05/21/2026	TAG 5 SSIG 2.0 Title 1	

	Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Monthly Budget Analysis Meeting minutes with the federal supervisor capturing discussions, adjustments, and decisions made to secure additional learning resources that support Tier 1 instruction. * Data Analysis Reports generated by Performance Matters will be used to monitor academic progress, identify areas of need, and adjust instruction to improve student achievement. (Bi-Weekly and Quarterly) * Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items (Weekly) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 90% of requested Tier 1 instructional resources secured and implemented to support student achievement by February 2026 * 80% of students expected to score 70% or higher on common assessments (Bi-weekly and Quarterly) * 100% of teachers implementing School-Wide Look-Fors while utilizing Best Practices modeled in PLCs daily, with 80% of students achieving 70% or higher on weekly assessments (Weekly)				
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	Swing, Sloth! Read Along 9 @ \$36.50=\$328.50 Race Day Read Along 9 @ \$36.50=\$328.50 Swim Fish! Read Along 9 @ \$36.50=\$328.50 Storms Read Along 9 @ \$36.50=\$328.50 Dinosaurs Read Along 9 @ \$36.50=\$328.50 Whoo's Listening Headphones Set Of 8 Blue 8 @ \$149.00=\$1192.00 Whoo's Listening Headphones Set Of 8 Green 8 @ \$149.00=\$1192.00 All In One Cd Player With Bluetooth 14 @ \$149.00=\$2086.00 Informational Text Read Alongs Level 1 9 @ \$179.00=\$1611.00 Guided Reading Leveled Book Sets Library 14 @ \$199.00=\$2786.00 Blends Skill Building Book Set				
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	14 @ \$39.99=\$559.86 Long Vowels Skill Building Book Set 14 @ \$39.99=\$559.686 I Can Read Readers-Complete Series 14 @ \$169.00=\$2366.00 Lakeshore Word Family Readers 14 @ \$49.99=\$699.86 Short Vowel Skill Building Book Set 10@ \$39.99=\$399.90 Rhythm And Rhyme Paperback Library 7 @ \$107.50=\$752.50 Book Display Stand 14 @ \$49.99=\$699.86 Phonics Skill Building Book Sets Complete 10 @ 159.00=1590.00 Lakeshore Fiction Sight Word Readers 12 @ \$49.995=\$599.88 Big Book Story Telling Activity Kits 10 @ \$549.00=\$5490.00 Classroom Favorites Big Books Set 10 @ \$129.00=\$1290.00				
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	Classroom Favorites Big Books Set 3 10 @ \$129.00=\$1290.00 3-5 Grades Leveled Books Classroom Library Books 8 @ \$24.60=\$196.80 Classroom Favorites Big Books Set 2 8 @ \$129.00=\$1032.00 Nonfiction Leveled Books Classroom Library 14 @ \$789.00=\$11,046.00 Leveled Books Classroom Library 8 @ \$739.00=\$5912.00 **Total: \$ 44,994.02**				
	[A 2.1.4] Instructional Curriculum Coach Description ----- *Provide a brief narrative of the proposed action step.* Instructional Curriculum Coaches will conduct learning walks, provide immediate feedback, and deliver differentiated professional development in planning, instructional delivery, and standards alignment. They will also support collaborative planning by modeling tiered instruction and guiding data-driven decisions to strengthen teaching practices. Implementation	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026	TAG 5.0	

	----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students will score 70% or better on bi-weekly common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.				
[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.* Provide professional development for teachers,	[A 2.2.1] Summer Planning and Support Description ----- *Provide a brief narrative of the proposed action step.* To explain and reinforce the core actions for effective math instruction, the Instructional Leadership Team (ILT) will conduct informal	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026		

administrators, instructional leaders, and district advisors on how to clearly articulate and implement the instructional practice shifts in mathematics that strengthen teachers' pedagogy, deepen understanding of math content, and align instruction to the Tennessee Math Standards. This training will emphasize identifying and applying math standards-based look-fors, improving students' problem-solving and reasoning skills, and supporting students in reaching proficiency in grade-level mathematics. 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.* i-Ready data showed a 6% increase in proficiency between the fall and spring assessments. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.* * Bi-weekly Common Assessments created by PLC and Instructional Facilitators to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * New teacher professional development sessions to assist with effective lesson planning, classroom management, delivery of high-quality instruction, and familiarity with district standards and curriculum	observation walkthroughs. During these walkthroughs, the ILT will provide and explain the informal observation tool along with clearly defined classroom expectations. Math teachers will be expected to consistently implement a set of core instructional actions modeled and communicated by the ILT. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Deliberate practice during PLCs to improve lesson delivery * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items * Instructional Rounds Walkthrough Rubric to improve instructional practices Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of teachers demonstrating growth through walkthrough data, PLC feedback, and student assessment results * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers will implement best practices resulting in 80% of students scoring 70% or higher on bi-weekly common assessments				
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Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 80% of students will perform on track or mastered on bi weekly assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments					
	[A 2.2.2] Conduct Parent Trainings Description ----- *Provide a brief narrative of the proposed action step.* The PLCC will launch Parent Training sessions for all families to help them prepare their children for success in school. Parents will receive practical tips to support learning at home, along with grade-specific math strategies they can use to strengthen their child's math skills, build confidence, and promote problem-solving. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Parental Training Survey Feedback to assess needs	Derrick McIntosh, Daphane Broome, Adrianne Braggs Hennings, Loren Smith, Allison Duncan	05/21/2026		

	* Parent Meetings to capture discussion topics, actions, and follow-up items * Additional Resources used to target deficit skills Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Monthly survey responses to determine if parent needs are identified and addressed, with increased satisfaction and participation over time. * 80% of parents will attend parent meetings resulting in improved communication, stronger partnerships, and measurable parent engagement * 80% of parents will use the additional resources resulting in increased proficiency percentage rates				
	[A 2.2.3] Quarterly Training for RTI Team Description ----- *Provide a brief narrative of the proposed action step.* Through progress monitoring, scheduling, and benchmarking, instructors will ensure that student growth rates in mathematics are met and exceeded. This will be achieved by providing tailored instruction and targeted interventions for students who need additional support, offering professional development for teachers to strengthen math instructional practices, and creating enrichment opportunities for students who are ready for more advanced content. Regular assessments and evaluations will guide instructional decisions, ensuring that each student's unique math needs are addressed.	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026		

	Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-Weekly/Weekly progress monitoring to assess and track student progress * Daily Student Intervention to target learning deficits * Fidelity Check Rubrics to ensure intervention is occurring Effectiveness ----- * *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * *80% of students will show growth through daily intervention and weekly progress monitoring * 90% of tier 2 and tier 3 students will show growth from daily intervention * 100% of staff will provide daily intervention resulting in increased proficiency				
	[A 2.2.4] Professional Development Description ----- *Provide a brief narrative of the proposed action step.* Professional development will be provided for both ELA and Math teachers to build capacity in direct instruction and effective planning. The school will contract with external vendors to deliver training that strengthens teacher knowledge of instructional	Derrick McIntosh, Principal	05/21/2026		

	practices and content. To support teacher growth and ensure sustained participation, teachers will receive an hourly stipend for planning and professional development sessions that take place outside of their contracted hours. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Classroom Walkthrough Rubric to consistently assess and track the implementation of learned strategies * Weekly aligned lesson plans * Weekly planning sign-in sheets and agendas * Weekly deliberate practice agendas * Bi-Weekly Assessment Data, Growth Measures, and Engagement levels to indicate the impact on student achievement. * Weekly PLC notes, coaching logs, and peer observations to capture how teachers are incorporating strategies into planning and instruction Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of teachers will implementing district protocols aiming for 80% mastery (daily) * 90% implementation of weekly PLC's collaborative planning (weekly) * 60% of students to meet or exceed expectations on quarterlies * 100% of teachers implementing strategies				
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	learned resulting in increased proficiency rates * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.				
[S 2.3] Provide additional support for students who are failing to make academic progress Rationale ----- *Provide a rationale for choosing the strategy/intervention.* The school will provide academic interventions, personalized learning activities, individualized pacing, and varied instructional approaches to address the diverse needs of learners. These supports will be intentionally designed to close gaps, extend learning for advanced students, and ultimately improve student achievement by ensuring every student receives the right level of instruction at the right time 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.* i-Ready data showed a 6% increase in proficiency between the fall and spring assessments. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.*	[A 2.3.1] Family Math and Science Night Description ----- *Provide a brief narrative of the proposed action step.* At Math & Science Family Night, parents and students in grades K–5 will have the opportunity to participate in engaging activities together. The event will feature hands-on experiments, interactive games, and educational challenges designed to strengthen understanding of key math and science concepts taught in school. Families will leave with not only a clearer understanding of these concepts but also a deeper appreciation for the importance of math and science in everyday life. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Conduct quarterly Parent-Teacher Conference feedback/surveys to gather input from families and guide improvements in communication and instructional support. * PLCs/Collaborative Meetings with SPED and general education teachers and parents to align services, share progress, and strengthen student support * Host monthly Parent Engagement Meetings to build strong home-school connections and increase family involvement in student learning	Derrick McIntosh, Allison Duncan, Adrianne Hennings, Loren Smith	05/21/2026	Title 1	

* Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.	Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 60% of parents participate in Parent Teacher Conferences to support student achievement, aiming for a 20% increase on quarterly assessments and at least 1 letter grade improvement by semester's end. * 60% of parents of students with disabilities engaging in reviewing student progress and strategies, supporting a 10% growth on quarterly CFA assessments. * 75% parent participation to increase home support and contribute to at least a 3% rise in students' quarterly grades.				
	[A 2.3.2] Provide Differentiated Instruction Description ----- *Provide a brief narrative of the proposed action step.* To meet the needs of all students in math, teachers in all grades will provide differentiated instruction through small group lessons that allow for flexible pacing and targeted support, helping students reach achievement and growth goals. Resources will be purchased to strengthen math stations, including interactive boards, laptops, desktops,	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026	TAG 4.0 SSIG 2.0 Title 1	

	student headphones, workbooks, and poster materials. Teachers will use interactive boards to increase engagement in daily lessons, while blended learning assignments will build student independence and accountability for individualized tasks. Student workbooks will provide additional practice opportunities that reinforce skills taught during daily instruction. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments. * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments.				
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	[A 2.3.3] Provide Extended Learning Description ----- *Provide a brief narrative of the proposed action step.* Extended Learning will take place before and/or after school to provide tutoring for students who are struggling in mathematics. Student achievement will be supported through small group settings and intensive, targeted instruction. The program will also include activities designed to build problem-solving skills, a sense of community, and positive behavior. In addition, staff members will be available to offer guidance and support to both students and their families. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Curriculum Resources that are aligned lesson plans, intervention materials, or programs to provide differentiated instruction * Progress Monitoring Data to measure academic gains * Bi-weekly/Quarterly Common Assessments Grading Rubric to consistently assess and track student data Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026	Title 1	
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	* 90% of teachers consistently use these resources to provide targeted instruction, resulting in at least 80% of students showing growth toward proficiency on bi-weekly and benchmark assessment * Bi-weekly progress monitoring data will show 30% of enrolled tutoring students will score 70% or higher on bi-weekly assessment. * 80% of extended learning students meeting or exceeding expectations on quarterly CFA's (incremental increase, increasing by 10% from fall to winter and then from winter to spring)				
	[A 2.3.4] Additional Support Description ----- *Provide a brief narrative of the proposed action step.* During the teacher's intervention block, observations will be conducted to provide intensive, on-the-ground support. This support will include modeling lessons, creating student learning centers, analyzing iReady data to develop individualized RTI plans, co-teaching with the RTI teacher, and assisting teachers in reviewing reports to determine instructional levels. Weekly updates will be shared with school leadership to highlight grade band trends, areas of strength, and areas in need, along with suggested professional development opportunities. Collaboration with the RTI teacher will focus on creating and implementing data-driven instruction that meets the individual needs of students. Student progress and performance data will be closely monitored to ensure instruction is effective, and teachers will be guided in selecting the most appropriate instructional strategies for individual learners. Implementation ----- *Identify the indicator(s) used to measure	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith, Daphane Broome	05/21/2026		

	implementation of the action step.* * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of teachers implementing school-wide look-fors daily, with 80% of students achieving 70% or higher on weekly assessments. * 80% of students expected to score 70% or higher on common assessments. * 90% of teachers implementing lessons based on weekly PLCs and collaborative planning, resulting in 80% of students scoring 70% or higher on bi-weekly common assessments.				
	[A 2.3.5] Improving Student Achievement through the use of Educational Assistants Description ----- *Provide a brief narrative of the proposed action step.* Students will receive differentiated Tier I instruction delivered by an educational assistant through small group or one-on-one settings. These personalized learning and academic intervention activities will address individual student needs by providing	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026	SBB	

	flexible pacing and tailored instructional approaches that ensure every learner has the support necessary to succeed. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 80% of students will score 70% or better on bi-weekly common assessments.* * 100% of all students will receive differentiated small group instruction by teachers and educational assistants that will result in at least a 3% increase in student quarterly grades * 100% of lesson plans will show differentiated instruction in Tier II and III instruction which will lead to an increase in progress monitoring scores for at least 80% of targeted math students.				
[S 2.4] Provide support to ensure that an effective instructional model is implemented Rationale -----	[A 2.4.1] Instructional Curriculum Coach Description -----	Derrick McIntosh, Principal	05/21/2026	TAG 5.0	

Provide a rationale for choosing the strategy/intervention. Because a majority of the staff are new or novice teachers, additional support is needed. An instructional coach for grades 3–5 in ELA and Math will provide targeted coaching and professional development to help teachers strengthen lesson planning, refine instructional delivery, and build confidence in implementing high-quality practices. 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.* i-Ready data showed a 6% increase in proficiency between the fall and spring assessments. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.* * Bi-weekly Common Assessments Grading Rubric to consistently assess and track student data * Weekly Classroom Walkthroughs Rubric to consistently assess and track key instructional look-fors * Weekly PLC's/ Collaborative Planning Agenda and Meeting Minutes to capture discussion topics, actions, and follow-up items	*Provide a brief narrative of the proposed action step.* Because a majority of the staff are new or novice teachers, additional support is needed. An instructional coach for grades 3–5 in ELA and Math will provide targeted coaching and professional development to help teachers strengthen lesson planning, refine instructional delivery, and build confidence in implementing high-quality practices resulting in increased student achievement. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly coaching reports and professional development (agendas and minutes) * Weekly classroom walkthrough tool and rubric * Weekly collaborative planning sessions (agendas and minutes) Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 100% of teachers will participate in coaching and professional development sessions, with at least 85% demonstrating growth in instructional practices based on walkthrough data. (Weekly) * 90% of teachers consistently implementing feedback from the Instructional Curriculum Coach to improve instructional delivery and student outcomes. (weekly) * 100% of teachers will engage in lesson design				
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Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 70% of students will increase a minimum of three points on core content CFA assessments. * 100% of teachers will receive immediate feedback from weekly walkthroughs to determine support needed to increase student mastery * 90% implementation of weekly PLC's /collaborative planning geared towards teacher and student success.	supported by the Instructional Curriculum Coach, resulting in at least 80% of students meeting grade-level expectations on common assessments. (Weekly) **Instructional Coach** Base Salary \$74,387.11 201 \$4612.00 204 \$5207.10 207 \$8801.00 210 \$200.00 212 \$1078.61 206 \$471.61 **Total: \$94,757.44**				
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[G 3] Chronic Absenteeism and Discipline: A. B. Hill Elementary School will reduce the percentage of chronically absent students from 55.4% in SY24 to 30.3% in SY26 along with decreasing the suspension rate from 20.1% in SY24 to 15% in SY26.

****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/behavior.	[A 3.1.1] Implementation of RTI2-B Description	Daphane Broome,	05/21/2026	Title 1	

Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Schools will implement targeted interventions and support programs that address identified behavior needs while providing appropriate services to ensure student success. In partnership with parents and the community, schools will foster a positive, child-centered learning environment that removes barriers to learning often faced in underperforming schools. Supporting student readiness requires addressing physical and mental health, overall well-being, and access to learning, followed by the intentional planning and implementation of strategies that promote the physical, mental, cognitive, social, and emotional development of every student. 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.* Chronic absenteeism was 55.2% in SY24 and decreased to 50.2% in SY25. Suspension rate was 20.5% in SY24 and decreased by 0.4% in SY25. Benchmark Indicator Implementation *How will the turnaround strategy/intervention be monitored for implementation, including frequency.*	----- *Provide a brief narrative of the proposed action step.* Every 20 days, the RTI²-B data team will review student behavioral intervention plans and progress monitoring data for identified scholars to determine needed actions and areas for improvement. Faculty will engage in regular review of the RTI²-B Plan and Action Plan through faculty meeting presentations, while a school-wide weekly behavior flow chart with tally marks, conduct grades, and consequences will support consistent expectations. A behavioral matrix outlining school-wide procedures and routines will be taught during the first two weeks of school, with ongoing reinforcement in common areas such as hallways, restrooms, cafeterias, and meetings. Scholars will be expected to model and display these behavioral expectations as outlined in the RTI²-B plan. In addition, the school guidance counselor will provide monthly classes to promote positive student behavior, while students in grades K–5 will receive mini-lessons on bullying prevention, goal setting, and student efficacy. These structures, combined with consistent routines and procedures, will create a safe, orderly, and supportive environment where students can develop positive behaviors, make responsible decisions, and thrive academically and socially. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Implement targeted academic supports every quarter to address student learning gaps. * Quarterly Behavior/Attendance Improvement Action Plans to monitor and adjust behavior and attendance strategies quarterly for improved	Tericka Lawrence, Avery Grimes			
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* Implement targeted academic supports every quarter to address student learning gaps. * Quarterly Behavior/Attendance Improvement Action Plans to monitor and adjust behavior and attendance strategies quarterly for improved outcomes. * 20-Day Attendance Report/Behavior Report: Review attendance and behavior every 20 days to identify trends and intervene early. * RTI-B Data Meetings: Hold regular RTI-B meetings to analyze data and adjust behavior interventions. Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 90% of students will be monitored based on intervention plans that were created with RTI-B that will result in a 30% of third- fifth grade students increasing meeting and/or exceeding standards by 10%. * 100% of Action plans are created after analysis of student behavior resulting in 40% of students' behavior incidents decreasing by 10% per 20-day report. * Students will be awarded incentives for 90% good behavior/attendance resulting in 20% more students being rewarded every month. * 20-day reports will show a decrease in discipline infractions/office referrals by 5% after professional development session(s).	outcomes. * 20-Day Attendance Report/Behavior Report: Review attendance and behavior every 20 days to identify trends and intervene early. * RTI-B Data Meetings: Hold regular RTI-B meetings to analyze data and adjust behavior interventions. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 90% of students will be monitored based on intervention plans that were created with RTI-B that will result in a 30% of third- fifth grade students increasing meeting and/or exceeding standards by 10%. * 100% of Action plans are created after analysis of student behavior resulting in 40% of students' behavior incidents decreasing by 10% per 20-day report. * Students will be awarded incentives for 90% good behavior/attendance resulting in 20% more students being rewarded every month. * 20-day reports will show a decrease in discipline infractions/office referrals by 5% after professional development session(s).				
	[A 3.1.2] Implement Social and Emotional Sessions Description ----- *Provide a brief narrative of the proposed action step.*	Daphane Broome, Tericka Lawrence	05/21/2026	Title 1	

	This teaching resource provides students with short, 10–15 minute lessons designed to strengthen their social and emotional intelligence. As students progress through school and into adulthood, they will encounter challenges, relationships, and experiences that require these skills in order to thrive. Developing social and emotional intelligence equips students to navigate such situations effectively, build strong relationships, and make meaningful connections. Ultimately, fostering these skills supports students in reaching their full potential both academically and personally. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Curriculum & Programs implement structured SEL curricula * Digital Platforms to engage students in SEL activities and strengthen home-school connections. * Behavior Trackers to monitor SEL growth through student surveys, behavior data, and teacher checklists to guide instruction and measure effectiveness. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 90% of lessons are delivered with fidelity, resulting in a 10% decrease in office discipline referrals * 80% of students actively engaging in digital SEL				
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	activities, with a 15% increase in positive home-school communication. * 100% of teachers utilize school-wide behavior trackers, leading to a 10% increase in student survey results reflecting improved social-emotional skills.				
	[A 3.1.3] Monitoring Student Attendance Description ----- *Provide a brief narrative of the proposed action step.* At-risk students with a 5–8% attendance rate and chronically absent students with a 10% or higher attendance rate will be closely monitored through a streamlined tracking process. Targeted interventions will be implemented to address barriers preventing regular attendance, with regular check-ins to assess progress and adjust supports as needed. Parents will be actively engaged in the process and kept informed of their child's attendance, ensuring a collaborative approach to improving student outcomes. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Monthly Parent Meetings to share strategies, resources, and progress updates. * Monthly SART Meetings to address chronic absenteeism and provide supports. * Quarterly Progress Reports to track student academic, attendance, and behavior growth. Effectiveness -----	Daphane Broome, Terricka Lawrence, Avery Grimes	05/21/2026		

	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. * Monthly parent meetings will be held to discuss student attendance with a 10% attendance rate or higher resulting in parents understanding the importance of attendance for all students. * Monthly SART meetings will be held to analyze students that are chronically absent with a 100% parent meeting rate leading to a 20% decrease in student absenteeism. * 100% Progress reports will be issued every 4 weeks to inform parents of student progress along with attendance leading to parents understanding where their students are in each class.				
	[A 3.1.4] Professional Development Description ----- *Provide a brief narrative of the proposed action step.* Professional development is essential for the RTI²-B team to strengthen their knowledge of evidence-based practices, refine action plans, and ensure consistent implementation of behavioral supports. Training equips the team to analyze data effectively, model best practices for faculty, and promote a positive school climate. By building the team's capacity, professional development directly supports improved student behavior, school safety, and overall academic and social success. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly Classroom Walkthroughs to monitor	Daphane Broome, Tericka Lawrence, Derrick McIntosh, Allison Duncan	05/21/2026	Title 1	

	behavior management strategies and provide targeted coaching to teachers. * Monthly Data Meetings to review behavior incidents, attendance, and SEL data to guide professional development. * Data Analysis using School-wide behavior tracker to regularly analyze student behavior and SEL data to identify trends and plan PD sessions tailored to teacher needs. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 90% of walkthroughs will show teachers consistently implementing behavior expectations, resulting in a 10% decrease in office discipline referrals each quarter. * 100% of grade levels will use behavior data to inform classroom strategies, leading to a 10% reduction in repeated behavior incidents. * 100% of teachers receive targeted PD aligned to behavior data, with a 15% improvement in classroom behavior survey results.				
[S 3.2] Establish school-wide processes and systems to help maintain a safe and caring environment Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices	[A 3.2.1] Parent Trainings Description ----- *Provide a brief narrative of the proposed action step.* To help parents understand how elementary school builds a foundation for future success, and to encourage them to ensure their children do not miss school, we intend to offer parent training for all grades. Parents will be connected to the class curriculum to understand what their child may be	Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith, Daphane Broome	05/21/2026	Title 1	

that result in improved student attendance and behavior positively impacting student achievement. Supporting Data ----- Chronic absenteeism was 55.2% in SY24 and decreased to 50.2% in SY25. Suspension rate was 20.5% in SY24 and decreased by 0.4% in SY25. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * Classroom Walkthroughs to identify teacher needs and provide targeted professional development in classroom management, SEL, and behavior strategies * School-Wide Behavior Tracker to Analyze student behavior, attendance, and academic data monthly to drive interventions and professional learning needs * SART (Student Attendance Review Team) & RTI-B Meetings to address chronic absenteeism and discipline trends and provide individualized supports Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*	missing. Ensure parents are informed of attendance expectations. Form an attendance team. Intervene early. Track the positive attendance ratio. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Parent Meetings: Use agendas, sign-in sheets, and feedback forms to document participation. * Student/Parent Resources: Take-home packets, digital hub, and community guides to support learning and behavior at home. * Data Analysis: Parent surveys, attendance trackers, and progress monitoring tools to guide engagement strategies. Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 75% of parents attend and 80% provide positive feedback on meeting usefulness. * 80% of families access or use resources, resulting in a 10% improvement in student attendance and academics. * 80% of parents complete surveys and data shows a 10% increase in positive parent feedback and student outcomes each quarter.				
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* 90% of teachers will implement strategies learned in PD, resulting in a 10% decrease in office discipline referrals each quarter. * 100% of grade levels will use data to adjust practices, leading to a 10% increase in positive behavior outcomes by the end of each semester. * Chronic absenteeism will decrease by 10% each semester, with 100% of identified students receiving intervention plans.					
	[A 3.2.2] Training Description ----- *Provide a brief narrative of the proposed action step.* The Attendance Liaison will train school staff on how to identify the root causes of absenteeism and develop strategies to improve attendance. They will be taught conflict resolution techniques and how to have conversations with students and their families. Finally, they will be trained on how to refer students and families to resources. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Professional Development focused on classroom management, SEL strategies, and effective instructional practices to increase teacher capacity, improve student engagement by 15%, and reduce behavior incidents by 10% each semester * Parent Trainings to equip families with strategies to support academics, attendance, and behavior at home * Additional Resources to supply teachers, students, and families with intervention materials, digital tools, and support programs to reinforce learning and behavior expectations.	Derrick McIntosh, Allison Duncan, Adrianne Braggs-Hennings, Loren Smith, Daphane Broome, Avery Grimes	05/21/2026		

	Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 90% of teachers implement strategies learned during PD, resulting in a 15% increase in student engagement and a 10% decrease in behavior incidents each semester. * 75% of parents participate in trainings, leading to a 10% improvement in student attendance and a 10% increase in academic performance among participating families' students. * 100% of teachers and families have access to intervention materials and digital tools, with 80% of students using these resources showing growth in academics or behavior each quarter.				
[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.* The school will promote effective parent, family, and community engagement activities and resources that foster safe and supportive school environments. By strengthening partnerships with families and the community, the school will improve student attendance and behavior, creating the conditions necessary for academic and social success. Supporting Data ----- Chronic absenteeism was 55.2% in SY24 and decreased to 50.2% in SY25.	[A 3.3.1] Parental Involvement Opportunities Description ----- *Provide a brief narrative of the proposed action step.* In order to build student achievement and success, parents are encouraged to serve as active partners in the school community. They may volunteer in classrooms, contribute to school events and activities, and serve as parent representatives on the SIP and RTI²-B teams. Parents also build capacity to support student learning by attending Title I annual and monthly parent meetings, including Curriculum and Assessment Nights, Literacy Nights, Math, Science, and TN Ready Nights, where they can provide feedback and suggestions for improvement. Additionally, parents contribute through surveys, questionnaires, and evaluations regarding the Title I Family Engagement Plan, Home-School Compact, School Improvement Plan, Parent Involvement Budget	Daphane Broome, Derrick McIntosh, Allison Duncan, Adrianne Braggs Hennings, Loren Smith	05/21/2026	Title 1	

Suspension rate was 20.5% in SY24 and decreased by 0.4% in SY25. Benchmark Indicator Implementation ----- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * PTA Organization to Strengthen parent involvement by increasing PTA participation through regular meetings, volunteer opportunities, and school events. * Family and Community Engagement Events to equip parents with strategies to support academics, attendance, and student behavior. * Use parent surveys, attendance data, and participation records to guide family engagement strategies and adjust supports each quarter. Effectiveness ----- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 70% of parents participate in at least one PTA meeting, event, or volunteer opportunity, resulting in a 10% increase in overall parent involvement each semester * 75% of families attend engagement events, leading to a 10% improvement in student attendance and a 10% increase in academic performance among participating students * 80% of parents complete surveys each quarter, with results showing a 10% increase in positive parent feedback and guiding adjustments to family engagement strategies	allocation, and School Climate and Culture, ensuring that their input shapes school-wide plans. Both the Title I Family Engagement Plan and the Home-School Compact will be reviewed and revised annually with parent input to strengthen collaboration between home and school. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Parent Teacher Conferences: To strengthen home-school communication and align on student goals. Effectiveness will be measured when * Student Support to provide families with strategies, interventions, and resources that address academic, behavior, and attendance needs. * Parent Engagement to increase family participation in school events, workshops, and decision-making activities. . Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 90% of parents attend conferences, resulting in a 10% increase in student academic growth * 80% of families utilize supports, leading to a 10% improvement in student performance and attendance * 75% of parents engage in at least one event, resulting in a 10% increase in overall parent satisfaction and involvement				
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	[A 3.3.2] Resources to Decrease Disruptive Student Behavior Description ----- *Provide a brief narrative of the proposed action step.* Removing distractions that lead to disruptive student behavior is essential for maintaining a safe, orderly, and productive learning environment. Disruptions interfere not only with the learning of the individual student but also with the instructional time and focus of the entire class. By proactively identifying and minimizing distractions, schools can reduce off-task behavior, increase student engagement, and promote positive classroom interactions. Establishing clear expectations, consistent routines, and structured environments helps students remain focused on learning while reducing opportunities for misbehavior. Ultimately, reducing distractions supports improved academic outcomes, fosters respect and responsibility, and creates a positive climate where all students can thrive. Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* * Cell Phone Vaults/Lockers to Secure storage during instructional time * Schoolwide Policy & Agreements to set clear expectations for cell phone use through contracts signed by students and parents * Walkthrough/Monitoring Tools to ensure consistent enforcement * Additional resources to provide to provide teachers, students, and families with intervention materials, digital tools, and support programs that	Tericka Lawrence, Daphane Broome, Allison Duncan, Derrick McIntosh	05/21/2026	Title 1	
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	reinforce learning and behavior expectations Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 95% of classrooms utilize vaults/lockers daily, resulting in a 20% decrease in cell phone–related disruptions each semester and increasing academic focus * 90% of students comply with policy agreements, resulting in a 15% decrease in classroom disruptions each semester while increasing academic focus * 100% of walkthroughs confirm policy enforcement, leading to a 10% decrease in repeat infractions each quarter * 100% of classrooms have access to resources and 80% of students using them demonstrate academic or behavioral growth each quarter.				
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