

Mt. Pisgah Middle/High Annual Plan (2025 - 2026)

Last Modified at Sep 11, 2025 11:34 AM CDT

[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program, will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and support throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

Mt. Pisgah Middle School will increase ELA meeting or exceeding expectations proficiency rates in all grades from 13.4% in 2025 to 19.0% in 2026.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

Root Cause Analysis Improved student achievement for Reading/Language Arts across all grade levels for all students.

Root Cause 1: With fewer opportunities for teachers to learn cooperatively, teachers were not consistent in delivering high quality instruction with the necessary scaffolds and differentiation to close learning gaps, so that a solid foundation for understanding standards could be established.

Root Cause 2: Teachers were not able to meet school and district expectations due to lack of consistency in collaborative planning sessions and checks for understanding, lack of intentional training on instructional resources and their purpose, and lack of consistent instructional feedback to understand their areas of growth and strength, while they hone their skills in real-time.

Prioritize need: Increase ELA growth and achievement

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content,	[A 1.1.1] Weekly PLC/ Collaborative Planning During weekly Collaboratively Planning (Tuesdays) and PLC (Thursdays) meetings, the 2nd strategy – action step #1 Consistent System Expectations via	Dr. Brian Walker, Principal Danielle Berry-	05/23/2026	Title I Funds	

strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. School level data shows the following for 22-23 TCAP overall data results show overall 6.6% met plus exceeded in ELA. For 23-24 TCAP results show overall 6% met plus exceeded in ELA. Benchmark Indicator **Benchmark Indicator** Implementation * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets * Monthly Saturday Unit Planning Sign-In Sheets * Quarterly Formative Assessment Data Effectiveness * Quarterly Informal and Formal Walk-through forms will show teachers using standards-aligned core instruction with fidelity 90% of the time. Teachers will be teaching engaging lessons 100% of the time * Quarterly PowerBi review of TEM Scores will show 90% of teachers receiving a level 3 or higher on Teach 1 Objective Driven Lesson. * Sign-in sheets will show a minimum of 90% teacher attendance weekly. Sign in will document 100% of core teachers actively engaged in	Cycle of Continued Coaching & Feedback. 3rd strategy – action step #1 Daily Targeted Supports and Enrichment Opportunities In order to ensure students receive targeted support and enrichment opportunities, Admin Lead and Content Lead will support teachers in Utilizing the lesson plan/ unit planning tool to provide support with big picture planning. Implementing a data-informed instruction cycle protocol to analyze assessment data to make informed instructional decisions. Using the LASW protocol to support targeted feedback and support for students. Utilizing item analysis to identify misconceptions during the planning and data analysis processes. Arrange planning times to ensure GenEd & SpEd can co-plan to ensure planning sessions are text-based and standards-based while addressing learning gaps. Create a weekly PLC meeting schedule to address district academic focus priorities monthly.	Leach, 8th grade- Melissa Falls, 7th grade- Alicia Hall, Tyranda Mosby, 6th grade- Kirmonika Christion			
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deliberate practice and lesson plan collaboration to help build teacher and student capacity through coaching sessions and recordings. * Quarterly Formative Assessment will show 22% of students, which include should perform at or above 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter.					
	[A 1.1.2] Implementation of district initiatives: Instructional Practices, In order for students to receive grade-level, standards-based instruction, each week teachers will Utilize the lesson plan/unit planning document and the ELA Planning Document to ensure teachers understand the expectations of the standards as well as the level of rigor the standard addresses. Incorporate performance-based objectives, identify and analyze the academic language required for standard mastery, implement the gradual release of responsibility from teacher to students, and incorporate graphic organizers as scaffolds during instruction to increase students' comprehension. Mt. Pisgah Middle will hire 1 FTE Instructional Coach, a strategic investment to accelerate student achievement and close persistent learning gaps in our emerging school. The coach will provide targeted instructional support, data-driven planning, and job-embedded professional development to strengthen Tier I instruction and intervention practices. By building teacher capacity and ensuring consistent, high-quality instructional practices, we will improve student outcomes and bridge the achievement gap schoolwide. Implementation: Effectiveness: Implementation: Implementation will be documented through coaching logs, PLC agendas, professional	Dr. Brian Walker, Principal Danielle Berry-Leach, 8th grade- Melissa Falls, 7th grade- Alicia Hall, Tyranda Mosby, 6th grade- Kirmonika Christion	05/23/2026	Title I	

	development sign-in sheets, lesson plan reviews, and data meeting notes. The Academic Coach will maintain records of instructional rounds, modeled lessons, intervention plans, and teacher support sessions. Progress will be reviewed monthly through data analysis meetings and quarterly through formal evaluations to monitor impact on instructional practices and student achievement outcomes Effectiveness: Effectiveness will be measured using benchmark assessments, progress monitoring data, TCAP results, classroom walkthrough data, and teacher observation feedback. Student growth percentiles, proficiency rates, and reduction in achievement gaps will serve as key indicators of impact. Data will be reviewed monthly through PLC and leadership meetings, with comprehensive evaluations conducted quarterly to assess instructional improvement and overall student achievement gains.				
	[A 1.1.3] Improve Student Achievement and Growth by Supporting Rich Learning Environments Mt. Pisgah Middle School will secure supplies, materials, equipment, and resources to support academic growth and achievement in reading/language arts. Implementation: The school will purchase high-quality instructional materials, literacy intervention resources, and classroom supplies that align with Tennessee ELA standards. These materials will support differentiated instruction, small group interventions, and targeted skill development in areas such as reading comprehension, vocabulary acquisition, and writing. Teachers will integrate these resources into daily instruction and intervention blocks to provide students with meaningful practice and support. Effectiveness: Effectiveness will be measured through student	Dr. Brian Walker	07/01/2026	SSIG 3.0	

	performance data, including benchmark assessments, classroom assessments, and progress monitoring aligned to state standards. Increased student proficiency, improved reading comprehension skills, and growth on district and state assessments will indicate the successful implementation of these resources. [A 1.1.4] Enhance student achievement and growth by promoting high-quality, engaging learning environments that support all learners Mt. Pisgah Middle School will obtain a Lab Technician who will directly support students and teachers by providing targeted academic assistance and facilitating hands-on learning opportunities that reinforce core concepts. The Lab Technician will assist with small-group support sessions, monitor student progress, and help support intervention efforts aimed at addressing identified learning gaps. Through this support, the Lab Technician will help increase student engagement, strengthen skill mastery, and accelerate academic growth in areas where achievement gaps currently exist. Implementation: Mt. Pisgah Middle School will hire and assign a Lab Technician to work alongside teachers to provide targeted academic support for students. The Lab Technician will assist with small-group instruction, reinforce core academic concepts, and support intervention efforts for students who need additional assistance. The Lab Technician will also help monitor student progress and collaborate with teachers to ensure students receive consistent support aligned with classroom instruction and intervention goals. Effectiveness: The effectiveness of this action will be measured through student progress monitoring data, classroom assessments, and benchmark and state assessment results. Increased student	Principal Danielle Berry-Leach, Assistant Principal Gene Traynom, Dr. Brian Walker a	07/01/2026	SSIG.3.0	
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	engagement, improved mastery of academic standards, and measurable growth in student performance will indicate that the Lab Technician is effectively supporting student learning and helping to close achievement gaps. .				
	[A 1.1.5] Additional Yearly Professional Development Provide teachers with ongoing professional development focused on effective instructional strategies, data-driven instruction, and differentiated learning to support student achievement in core academic areas. Implementation: Teachers will participate in professional learning sessions, collaborative planning, and PLC meetings focused on analyzing student data, sharing best practices, and implementing research-based instructional strategies. Professional development opportunities may include in-house training, local workshops, and peer collaboration. Effectiveness: The effectiveness of professional development will be evaluated through classroom observations, student performance data, and teacher feedback. Increased student engagement with improved instructional practices, and growth in student achievement will indicate successful implementation.	Gene Traynom, Danielle Berry-Leach Dr.Brian Walker	07/01/2026	Tag 6.0	
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading	[A 1.2.1] Consistent System Expectations via Cycle of Continued Coaching & Feedback Administrators and Content Leads will take the following actions weekly to collect evidence and plan teacher support: Conduct informal walk-troughs of classrooms using the Instructional Practice Walk-through Tool and the PLZ Informal	Dr. Brian Walker, Principal Danielle Berry-Leach, 8th grade- Melissa Falls, 7th	06/02/2026	Title I	

level of grade supported texts. Benchmark Indicator Implementation * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets, 100% of our teachers will collaborate with content groups to build effective lessons to support growth and achievement for 100% of our scholars. * Quarterly Formative Assessment Data with a goal of 70% or higher for all of our enrolled students for proficiency and mastery. Effectiveness * Quarterly Informal and Formal Walkthrough forms will show teachers implementing the strategies of the month from professional development sessions with fidelity 90% of the time. * Quarterly PowerBi review of TEM Scores will show 80% of teachers receiving an overall level 3 or higher on all seven indicators of the TEM rubric for formal observations. * Quarterly peer observation forms will show teachers implementing the strategies of the week from professional development sessions with fidelity 90% of the time. * Sign-in sheets will show a minimum of 90% teacher attendance weekly. * Sign-in sheets will show a minimum of 90% teacher attendance monthly.	Walk-through documents. Utilize effective feedback protocols to strengthen teachers' practices. Allow time and a safe space for teachers to engage in deliberate practice in areas of opportunity. Conduct follow-up observations to evaluate the implementation of the feedback provided to teachers. Admin will utilize data from TEM observations to identify trends and develop school-wide and targeted PD opportunities. PLCs, collaborative planning meetings, and faculty meetings will be used to deliver PD based on needs identified by admin & content leads.	grade- Alicia Hall, Tyranda Mosby, 6th grade- Kirmonika Christion			
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* Quarterly Formative Assessment will show 20% of Students, which include should perform at or above the 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter.					
	[A 1.2.2] Quarterly Targeted & Aligned Professional Development The Admin team and Content Leads will administer periodic teacher needs assessment surveys to determine areas of need. Conduct informal/formal classroom observations using the TEM rubric and the Instructional Practices walkthrough tool to determine areas of need. Provide cycles of professional to teachers learning based on our instructional vision and data gathered from formal and informal observations. Provide support to teachers for the implementation of the district's ELA curriculum and resources. Provide support to teachers with the district's academic focus. Incorporate quarterly professional readings to support teachers with research-based instructional practices. Facilitate TEM calibration sessions to support teachers with effective instructional delivery. Facilitate sessions specific to the general and specific needs of our novice teachers. Mt. Pisgah Middle will secure an outside vendor that will provide specialized expertise in data analysis, job-embedded professional development, and targeted instructional coaching to strengthen instructional effectiveness. The vendor(s) will support novice teachers, build staff capacity in data-driven decision-making, and provide small-group student interventions aligned to identified skill deficits. This comprehensive support will accelerate academic growth and directly address achievement gaps schoolwide. Implementation: The school will contract with an approved vendor to provide ongoing data analysis support, job-embedded professional development, and	Dr. Walker PLC Coach, Principal Danielle Berry- Leach, AP Gene Traynom	07/01/2026	Tag 6.0	

	instructional coaching aligned to identified academic needs. The vendor will work alongside teachers during PLCs, model effective instructional strategies, and support targeted small-group interventions. Implementation will be monitored through coaching logs, PD attendance records, and regular data review meetings. Effectiveness: Effectiveness will be measured through analysis of benchmark assessments, state assessment data, classroom walkthrough trends, and teacher performance indicators. Growth in student achievement, improved instructional practices, and increased teacher capacity in data-driven planning will serve as key indicators that the partnership is successfully addressing achievement gaps schoolwide.				
	[A 1.2.3] Admin and Content Leader Training and Development Admin and Content Leads will participate in-town and out-of-town professional development and training to obtain resources and support with research-based strategies and best practices. Admin and Content Leads will in turn re-deliver the training to teachers and instructional support staff. A 1.2.3 Vendor Support for Academic Intervention. Mt. Pisgah Middle will enter into a partnership with one of the five TDOE approved Turnaround vendors to complete a Comprehensive Needs Analysis and use this analysis to develop a clear plan of action that addresses the identified needs Purpose: This action step supports our prioritized need for improving instructional effectiveness and increasing student achievement outcomes. The Comprehensive Needs Assessment will provide clear, data-driven insights that inform targeted professional development and coaching, enabling	Danielle Berry-Leach (Principal), Gene Traynom (Assistant Principal), PLC coach Dr. Brian Walker, ILT Team	07/01/2026	Tag 6.0	

	leaders and teachers to focus on high-impact instructional improvements that drive student achievement Implementation: • Weekly PLC agendas, minutes, and sign-in • Bi-weekly Instructional Leadership Team agendas and minutes to monitor progress toward action plan priorities • Weekly coaching logs to document leadership actions and teacher support aligned to identified areas of need Effectiveness: • Quarterly CFA data will reflect at least a 10% increase in students meeting or exceeding proficiency from Fall 2026 to Spring 2027 • The school will meet or exceed annual AMO targets of % in ELA and % in Math. • Leaders will receive a 3 or higher in TEAM A1 (Building capacity) and increase the indicator score from Fall 2026 to Spring 2027				
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Benchmark Indicator Implementation * Quarterly Fidelity Check report * Quarterly Instructional Level Growth report * Quarterly Tier Growth Report	[A 1.3.1] ELA Support/ Enrichment opportunities In order to ensure students, receive targeted support and enrichment opportunities, teachers will Plan and deliver Tier 1 instruction with the appropriate scaffolds, differentiation, accommodations, and enrichment based on grade-level standards and quantitative and qualitative student data and monitor students' progress. Plan and deliver RTI2-A interventions to provide additional support to Tier 2 and Tier 3 students in their specific areas of need and monitor students' progress. Utilize the Academic Advisory class period to provide enrichment and intervention to all students, using monthly progress monitoring tools	Dr. Brian Walker, Principal Danielle Berry-Leach, 8th grade- Melissa Falls, 7th grade- Alicia Hall, Tyranda Mosby, 6th grade- Kirmonika Christion	06/02/2026	Title I	

* Monthly IREADY reports * Weekly Progress Monitoring Reports * Monthly TNPulse EDPlan reports * Monthly Data meeting sign-in sheets, with a goal of 70% or higher for all of our enrolled students for proficiency and mastery. * Quarterly Formative Assessment Data, with a goal of 70% or higher for all of our enrolled students for proficiency and mastery. Effectiveness * Quarterly fidelity checks will show interventionists implementing small group sessions with fidelity 90% of the time. * Quarterly Instructional Level Growth Report will show 60% of intervention students growing at least one instructional level. * Quarterly Tier Growth Report will show 30% of intervention students receiving improving a tier level at least once. * Monthly Iready reports will show 90% of intervention students completing 90 minutes or more with 70% or higher accuracy rate. * Weekly Progress monitoring reports in Eplan will show 95% of intervention students were progress monitored with fidelity bi-weekly. * Monthly TNPulse reports will show updated EDPlans for 95% of intervention students. * Monthly Data meeting Sign-in sheets will show 100% interventionist attendance.	to make instructional decisions. Offer tutoring to supplement the district tutoring initiative.				
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* Quarterly Formative Assessment will show 20% of Students, which include should perform at or above the 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter.					
	[A 1.3.2] Monthly Student Data Talks Teachers will utilize uniform data reflection methods with students in all classes to assist students in active goal setting and monitoring for academic achievement and growth and to increase students' ownership of their learning. Data talks will be implemented. Teachers and students will share student data and goals with parents/families during family data and curriculum events.	Dr. Brian Walker, Principal Danielle Berry-Leach, 8th grade- Melissa Falls, 7th grade- Alicia Hall, Tyranda Mosby, 6th grade- Kirmonika Christion	06/02/2026	Title I	
	[A 1.3.3] Co-teacher Weekly Collaborative Planning Meetings Co-teachers will ensure the most effective scaffolding, accommodations, and modifications are incorporated in daily instruction and assessments to support students with IEPs access to grade-level standards. Teachers will ensure the most effective co-teaching strategies are utilized daily in classrooms to support students with IEPs access to grade-level standards. Co-teachers will also review data during collaborative planning & PLC meetings to inform instructional planning & delivery for RTI2-A & Academic Advisory.	Dr. Brian Walker, Principal Danielle Berry-Leach, 8th grade- Melissa Falls, 7th grade- Alicia Hall, Tyranda Mosby, 6th grade- Kirmonika Christion	05/30/2026	Title I	
	[A.1.3.4] Provide support to ensure that an effective instructional model is implemented. Early Return Inservice Week is a dedicated time for ELA, Social Studies, Math, and Science teachers to engage in professional learning and preparation for the upcoming school year. During this week, educators participate in various professional development sessions focused on curriculum				

	alignment, lesson planning, instructional strategies, student engagement, data analysis, and best practices for effective teaching. The purpose is to strengthen instructional capacity, support collaboration, and ensure teachers are equipped to provide high-quality learning experiences for all students. Participants will receive a stipend for attending. Implementation: Daily Meetings Agendas, Minutes & Sign In Sheets Effectiveness: 70% of observed instructional practices meet expectations by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3. Increase quarterly ELA District Common Formative Assessments on-track and mastery by 10% or more.				

[G 2] Mathematics

By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.

Performance Measure

Mt. Pisgah Middle, will improve meeting or exceeding expectation percentages in all grades from 12.2% in 2025 to 18.0% in 2026.

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

Root Cause Analysis Improved student achievement for Math across all grade levels.

Root Cause 1: With fewer opportunities to learn cooperatively, the lack of staffing, and content knowledge struggles, teachers were not able to consistency to deliver high quality instruction with the necessary scaffolds and differentiation needed to close learning gaps created during the first semester of school. Teachers were able to grow in their craft, but not enough to build a solid foundation for understanding standards which limited student growth and achievement.

Root Cause 2: A plan of support was implemented that focuses on creating and using higher order thinking questioning and the effective use of manipulatives to build understanding, however, due to inconsistency in staffing, student performance from class to class was inconsistent and largely dependent on the ability of the teacher to the use higher order questioning and manipulatives effectively, which build student conceptual understanding.

Prioritize need: Increase Math growth and achievement

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready. Benchmark Indicator Implementation * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets, 100% of our teachers will collaborate with content groups to build effective lessons to support growth and achievement for 100% of our scholars. * Quarterly Formative Assessment Data, with a goal of 70% or higher for all of our enrolled students for proficiency and mastery. Effectiveness	[A 2.1.1] Standard Aligned Core Instruction During weekly Collaboratively Planning (Tuesdays) and PLC (Thursdays) meetings, the Admin Leads and Content Leads will support teachers in Utilizing the PLC Planning Protocol to provide support with big picture planning. Admin and Content Leads will implement a data-informed instruction cycle protocol to analyze assessment data to make informed instructional decisions. LASW protocol will be used to support targeted feedback and support for students. Teachers will utilize item analysis to identify misconceptions during the planning and data analysis processes. To ensure collaborative planning and PLC meetings are meaningful, the Admin team will Incorporate weekly vertical planning to support scaffolding and differentiation to ensure students have access to solid, vertically aligned math instruction. Admin will arrange planning times to ensure GenEd and SpEd teachers can co-plan to ensure planning sessions are standards-based while addressing learning gaps. Admin will create a weekly CP meeting schedule to address areas aligned to our big rocks (1st Thursday - Deliberate Lesson Practice, 2nd Thursday - Content-specific PD, 3rd Thursday - Data/Task Analysis, 4th Thursday - Needs-based - Classroom Walkthrough Trend Data).	Principal Danielle Berry-Leach, 6th grade Jerick Gaston, 6th grade-Keldrion Vn, 7th grade-Chyna Ellis, 7th/8th Yasmine Hoskins, 8th grade Glenda Burton	05/23/2026	Title I,SBB	

* Quarterly Informal and Formal Walkthrough forms will show teachers using standards-aligned core instruction with fidelity 90% of the time. Teachers will be teaching engaging lessons 100% of the time. * Quarterly PowerBi review of TEM Scores will show 90% of teachers receiving a level 3 or higher on Teach 1 Objective Driven Lesson. * Quarterly peer observation forms will show teachers using standards-aligned core instruction with fidelity 90% of the time. * Sign-in sheets will show a minimum of 90% teacher attendance weekly. Sign in will document 100% of core teachers actively engaged in deliberate practice and lesson plan collaboration to help build teacher and student capacity through coaching sessions and recordings. * Quarterly Formative Assessment will show 14% of Students, which include should perform at or above 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter.					
	[A 2.1.2] State IPG Core Action In order for students to receive grade-level, standards-based instruction, each week teachers will Utilize the Unpacking Standards Protocol to ensure teachers understand the expectations of the standards as well as the level of rigor the standard addresses -Incorporate learning objectives, identify and analyze the academic language required for standard mastery, implement text complexity analysis for the gradual release of responsibility from teacher to students, and incorporate graphic	Principal Danielle Berry-Leach, 6th grade Jerick Gaston, 6th grade Keldrion Vann, 7th grade Chyna Ellis, 7th/8th Yasmine Hoskins, 8th	05/23/2026	Title I	

	organizers as scaffolds during instruction to increase students' comprehension.	grade Glenda Burton			
	[A 2.1.3] Differentiated Instruction Teachers will provide differentiated instruction and assignments as needed to students who lack the foundational knowledge needed to master a standard utilizing the following methods: -Eagle Warm Up to assess knowledge of key foundational concepts -Station Rotation for students who need extra practice and assistance from the teacher or a peer -Digital platforms such as Khan Academy, I-ready, etc. - Provide after school tutoring.	Principal Danielle Berry-Leach, 6th grade Jerick Gaston, 6th grade- Keldrion Vann, 7th grade- Chyna Ellis, 7th/8th Yasmine Hoskins, 8th grade Glenda Burton	05/23/2026	Title I, ATSI Grant	
	[A 2.1.4] Improve Student Achievement and Growth by Supporting Rich Learning Environments Mt. Pisgah Middle School will secure supplies, materials, equipment, technology, IXL student licenses and resources to support academic growth and achievement in mathematics. Implementation: The school will purchase standards-aligned instructional materials, math intervention resources, manipulatives, and technology-based tools to support mathematics instruction. Teachers will incorporate these resources into daily lessons, small-group interventions, and targeted support to strengthen students' conceptual understanding, problem-solving skills, and mathematical reasoning. Effectiveness: The effectiveness of this action will be monitored through student performance on classroom assessments, benchmark assessments, and district and state assessments. Increased student	Dr. Brian Walker	07/01/2026	SSIG 3.0 Tag 6.0	

	engagement in mathematics, improved mastery of grade-level standards, and measurable growth in math achievement will indicate successful implementation. [A 2.1.5] Strengthen student achievement and academic growth through the development of rigorous and supportive learning environments. Mt. Pisgah Middle School will secure a Middle School Math Interventionist, a strategic investment designed to accelerate mathematics achievement and close persistent learning gaps across grade levels. The Math Interventionist will provide targeted small-group instruction, data-driven intervention planning, and progress monitoring to address identified skill deficits. In addition, the interventionist will collaborate with teachers to strengthen Tier I math instruction, support effective intervention strategies, and promote best practices in mathematics pedagogy. Implementation: will be documented through lesson plans, intervention schedules, PLC meeting agendas, and progress monitoring reports. The Math Interventionist will maintain student data binders that include assessment results, small-group rosters, skill-specific intervention plans, and bi-weekly progress monitoring updates. Documentation of collaboration with teachers will be reflected in PLC notes and coaching logs. Effectiveness: Will be measured through improved student performance on benchmark assessments, i-Ready diagnostics, TCAP results, and classroom formative assessments. Success indicators will include increased math growth percentiles, higher proficiency rates, mastery of targeted standards, and a reduction in the number of students requiring intensive intervention. Ongoing data reviews will ensure resources and intervention strategies are producing measurable gains and closing achievement gaps across grade levels.	Principal Danielle Berry-Leach, AP Gene Traynom, Dr. Brian Walker	07/01/2026	SSIG 3.0	
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	[A.2.1.6] Provide support to ensure that an effective instructional model is implemented. Early Return Inservice Week is a dedicated time for ELA, Social Studies, Math, and Science teachers to engage in professional learning and preparation for the upcoming school year. During this week, educators participate in various professional development sessions focused on curriculum alignment, lesson planning, instructional strategies, student engagement, data analysis, and best practices for effective teaching. The purpose is to strengthen instructional capacity, support collaboration, and ensure teachers are equipped to provide high-quality learning experiences for all students. Participants will receive a stipend for attending. Implementation: Daily Meetings Agendas, Minutes & Sign In Sheets Effectiveness: 70% of observed instructional practices meet expectations by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3. Increase quarterly Math District Common Formative Assessments on-track and mastery by 10% or more.				
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator	[A 2.2.1] Consistent System Expectations via a Cycle of Continuous Coaching and Feedback The Admin and Content Lead will take the following actions weekly to collect evidence and plan teacher support. -Conduct informal walk-throughs of classrooms using the Educational Epiphany and General Classroom Walkthrough Tools.	Principal Danielle Berry-Leach (Math admin lead, Glenda Burton (math content lead).	06/02/2026	Title I	

Implementation * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi) * Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets, 100% of our teachers will collaborate with content groups to build effective lessons to support growth and achievement for 100% of our scholars. * Quarterly Formative Assessment Data, with a goal of 70% or higher for all of our enrolled students for proficiency and mastery. Effectiveness * Quarterly Informal and Formal Walkthrough forms will show teachers implementing the strategies of the month from professional development sessions with fidelity 90% of the time. * Quarterly PowerBi review of TEM Scores will show 80% of teachers receiving an overall level 3 or higher on all seven indicators of the TEM rubric for formal observations. * Quarterly peer observation forms will show teachers implementing the strategies of the week from professional development sessions with fidelity 90% of the time. * Sign-in sheets will show a minimum of 90% teacher attendance weekly.	-Utilize effective feedback protocols to strengthen teachers' practices. -Allow time and a safe space for teachers to engage in deliberate practice in areas of opportunity. -Conduct a follow-up observation to evaluate the implementation of the feedback provided to teachers.				
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* Sign-in sheets will show a minimum of 90% teacher attendance monthly. * Quarterly Formative Assessment will show 14% of Students, which include should perform at or above the 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter.					
	[A 2.2.2] Peer Observation and Feedback The Admin lead will develop a plan that allows each teacher to observe at least one peer at least once each quarter. Prior to the requested/suggested observation, the observee (teachers) will complete an observation request that asks the peer observer to focus on one skill that the observee would like feedback on. Following the observation, the peer observer and the observee will meet to discuss noticing and wondering. The Admin team will identify model classrooms/teachers for teachers to observe to aid in real-time coaching and strategy/practice implementation.	Principal Danielle Berry-Leach(Math admin lead, Glenda Burton (math content lead).	06/02/2026	Title I	
	[A 2.2.3] Quarterly Targeted and Aligned Professional Development The Admin and Content Lead will -Administer periodic teacher needs assessment surveys to determine areas of need. -Conduct informal/formal classroom observations using the TEM rubric and the classroom walkthrough tool to determine areas of need. -Provide cycles of professional learning to teachers based on our instructional vision and data gathered from formal and informal observations. -Provide support to teachers for the implementation of the district's math curriculum and resources. -Provide support to teachers with the district's	Principal Danielle Berry-Leach (Math admin lead, Glenda Burton math content lead), District math coach.	06/02/2026	Title I	

	blended learning focus – station rotations. -Incorporate quarterly professional readings to support teachers with research-based instructional practices. -Facilitate TEM calibration sessions to support teachers with effective instructional delivery. -Facilitate sessions specific to the general and specific needs of our novice teachers.				
	[A 2.2.4] Admin and Content Leader Training and Development Admin and Content Leads will participate in-town and out-of-town professional development and training to obtain resources and support with research-based strategies and best practices. Admin and Content Leads will in turn redeliver the training to teachers and instructional support staff.	Danielle Berry-Leach (Principal), Glenda Burton(Content lead), Gene Traynom(Assistant Principal). PLC Coach Brian Walker	06/02/2026	Title I	
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. *** *** Benchmark Indicator Implementation * Quarterly Fidelity Check report * Quarterly Instructional Level Growth report * Quarterly Tier Growth Report	[A 2.3.1] Daily Targeted Supports and Enrichment Opportunities In order to ensure students receive targeted support and enrichment opportunities, teachers will plan and deliver Tier 1 instruction with the appropriate scaffolds, differentiation, accommodations, and enrichment based on grade-level standards and quantitative and qualitative student data, and monitor students' progress. Teachers will plan and deliver RTI2-A interventions to provide additional support to Tier 2 and Tier 3 students in their specific areas of need and monitor students' progress. Teachers will incorporate culturally responsive instructional practices and offer voluntary before/after-school tutoring. Teachers will also utilize collaborative groups and blended learning as indicated by the content and data.	Principal Berry-Leach(Math admin lead, Glenda Burton (math content lead), District math coach, Math Co-teacher Nelce Todd	06/02/2026	Title I	

* Monthly IREADY reports * Weekly EPLAN Progress Monitoring Reports * Monthly TNPulse EDPlan reports * Monthly Data meeting sign-in sheets, with a goal of 70% or higher for all of our enrolled students for proficiency and mastery. * Quarterly Formative Assessment Data, with a goal of 70% or higher for all of our enrolled students for proficiency and mastery.					
	[A 2.3.2] Quarterly Student Data Talks Teachers will utilize uniform data reflection methods with students in all classes to assist students in active goal setting and monitoring for academic achievement and growth and to increase students' ownership of their learning. Teachers and students will share student data and goals with parents/families.	Principal Danielle Berry-Leach(Math admin lead, Glenda Burton (math content lead), District math coach, Math Co-teacher Nelce Todd	06/02/2026	Title I	
	[A 2.3.3] Co-teacher Weekly Collaborative Planning Meetings Co-teachers will ensure the most effective scaffolding, accommodations, and modifications are incorporated in daily instruction and assessments to support students with IEPs access to grade-level standards. Co-teachers will ensure the most effective co-teaching strategies are utilized daily in classrooms to support students with IEPs access to grade-level standards.	Principal Berry-Leach(Math admin lead, Glenda Burton (math content lead), District math coach, Math Co-teacher Nelce Todd	06/02/2026 06/02/2026	Title I	
	[A.2.3.4] Implement Recruitment/Retention Bonuses for Level 4 & Level 5 Teachers Recruitment and Retention Incentives for Level 4 and Level 5 Teachers at Mt Pisgah	Principal Danielle Berry-Leach, PLC Dr. Brian	06/02/2026	SSIG 3.0	

	Middle School support the strategic placement and continued commitment of highly effective educators. These bonuses are designed to attract and retain Level 4 and Level 5 teachers whose demonstrated instructional excellence strengthens student achievement, supports school improvement goals, and enhances overall instructional quality. This initiative ensures Kingsbury Middle School maintains a strong, high-performing teaching staff dedicated to advancing academic success and positive outcomes for all students. Implementation: • Monthly professional development and coaching logs • Quarterly student achievement and AMO progress data Effectiveness: • Increase the percentage of Level 4 and Level 5 teachers from 13 % (baseline) to 46% by May 2027. Retain 90–95% of Level 4 and Level 5 teachers annually.	Walker, AP Gene Traynom			
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[G 3] ATSI Group

Through the implementation of standard aligned core curriculum, controlled use of technology, and concentrated supervision in areas specific to Black/African American, B/H/N, and Economically Disadvantaged students. Mt. Pisgah will hone in on these subgroups as priority for interventions and rigorous implementation of the standards based curriculum.

Performance Measure

By May 2026, Mt. Pisgah Middle School will increase Black/AA students In ELA from 12.8 % in SY25 to 18.3% in SY 26 and Mt. Pisgah Middle School will increase math Black/AA students from 10.9% in SY25 to 16.5% in SY26.

By May 2026, Mt. Pisgah Middle School will increase B/H/N, students in ELA from 12.4% in SY 25 to 17.9% in SY 26 and Mt. Pisgah Middle School will increase math B/H/N students from 11.2% in SY 25 to 16.8% in SY 26.

By May 2026, Mt. Pisgah Middle School will increase ED students in ELA from 11.7% in SY 25 to 17.2 % in SY 26 and Mt. Pisgah Middle School will increase math ED students from 9.8% in SY 25 to 15.4% in SY 26.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Standard Aligned Core Instruction Provide daily access to a rigorous math and reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure all students, including ATSI identified Black/African American, BHN, and Economically Disadvantaged. Benchmark Indicator Effectiveness * Quarterly Informal and Formal Walkthrough forms show that 90% of teachers are implementing effective instructional strategies including ATSI identified Black/African American, BHN, and Economically Disadvantaged students that were addressed/learned during deliberate practice, collaborative planning sessions, and coaching and feedback sessions with the content administrator. * Quarterly PowerBi review of TEM Scores will show 85% of teachers of including ATSI identified Black/African American, BHN, and Economically Disadvantaged students receiving a level 3 or higher on Teach 1 Objective Driven Lesson.	[A 3.1.1] Weekly PLC/Collaborative Planning During weekly Collaboratively Planning (Tuesdays) and PLC (Thursdays) meetings, the 2nd strategy – action step #1 Consistent System Expectations via Cycle of Continued Coaching & Feedback. 3rd strategy – action step #1 Daily Targeted Supports and Enrichment Opportunities In order to ensure students receive targeted support and enrichment opportunities, Admin Lead and Content Lead will support teachers in Utilizing the PLC Planning Protocol to provide support with big picture planning. Implementing a data-informed instruction cycle protocol to analyze assessment data to make informed instructional decisions. Using the LASW protocol to support targeted feedback and support for students. Utilizing item analysis to identify misconceptions during the planning and data analysis processes. Arrange planning times to ensure GenEd & SpEd can co-plan to ensure planning sessions are text-based and standards-based while addressing learning gaps. Create a weekly PLC meeting schedule to address district academic focus priorities monthly.	Principal Danielle Berry-Leach, AP Gene Traynom, PLC Coach Dr. Brian Walker	05/30/2026	ATSI FUNDS	

* Quarterly peer observation forms will show teachers using standards-aligned core instruction with fidelity 90% of the time with including ATSI identified Black/African American, BHN, and Economically Disadvantaged students. * Weekly Sign-in sheets will show a minimum of 95% of teachers participating in weekly PLC/Collaborative planning sessions focused on the delivery of standards-aligned instruction to ATSI identified Black/African American, BHN, and Economically Disadvantaged students with their content administrator. * Saturday sign-in sheets will show a minimum of 95% of teachers participating in monthly PLC/Collaborative planning sessions focused on the delivery of standards-aligned instruction to students with their content administrator including ATSI identified Black/African American, BHN, and Economically Disadvantaged students. * Quarterly Formative Assessment will show all students, including ATSI identified Black/African American, Hispanic, BHN, and Economically Disadvantaged subgroups performing at or above 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter. Each quarter, assessment data will show a 5% increase of ATSI-identified Black or African American students on track or mastered.					
	[A 3.1.2] Implementation of district initiatives: Instructional Strategies , Gradual release & Aggressive Monitoring In order for students to receive grade-level, standards-based instruction, each week teachers will Utilize lesson plans and the Unit plan to ensure teachers understand the expectations of the standards as well as the level of rigor the standard addresses. Incorporate standard based objectives,	B. Walker PLC Coach ELA, MATH, D. Berry-Leach Principal Science, G. Traynom AP Social Studies.	05/30/2026	ATSI FUNDS	

	identify and analyze the academic language required for standard mastery, implement the gradual release of responsibility from teacher to students, and incorporate graphic organizers as scaffolds during instruction to increase students' comprehension. Teachers will also have daily DO NOW and Exit tickets to check for understanding, consistently during the lesson.				
	Implementation Documents - * Weekly District Walk-Through and Debriefing tool, * Monthly student and teacher usage report from All in Learning Benchmark/Effectiveness - * The District Walk-Through tool will help ensure 75% of teachers are utilizing resources with fidelity, that will result in 35% of ATSI identified Black/African American, BHN, and Economically Disadvantaged student achievement from below to approaching or approaching to mastery per quarter. * The monthly usage report for Progress Learning All in Learning 60% of all students, including ATSI identified Black/African American, BHN, and Economically Disadvantaged are utilizing the platform and improving by one letter grade per nine-week grading period. 75% of teachers are using the platform to track data and student achievement ATSI 24-25-26 school year Original \$71,298.08 Promethean boards 5 @\$2595.00 =\$12975.00	Dr. Brian T. Walker PLC Coach, Danielle Berry-Leach Principal, Gene Traynom AP	06/20/2026		

	5 @2495.00= 12475.00				
	5 Installation @ \$250.00 each =\$1250.00				
	Student laptops HP PROBook 440-G11				
	82 @\$675.69 =55,406.58				
	Anytime Cart PT-36				
	3 @ \$555.50 =\$1666.50				
	Total: \$71,298.08				
	Original \$10,300.19				
	Instructional Materials				
	MU Tennessee Academic Standards				
	Math F 2nd Edition Student Edition				
	75 @ \$14.95= \$1121.25				
	Math F 2nd Edition Teacher Edition				
	3 @ \$0= \$0.00				
	Math G 2nd Edition Student Edition				
	75 @ \$14.95= \$1121.25				
	Math G 2nd Edition Teacher Edition				
	3 @ \$0.00= \$0.00				
	Math H 2nd Edition Student Edition				
	75 @ \$14.95= \$1121.25				
	Math H 2nd Edition Teacher Edition				

	3 @ \$0.00= \$0.00 ELA F Student Edition 15 @ \$14.95= \$224.25 ELA F Teacher Edition 3 @ \$331.95=\$995.85 ELA G Student Edition 15 @ \$14.95= \$224.25 ELA G Teacher Edition 3 @ \$0.00= \$0.00 ELA H Student Edition 3 @ \$331.95= \$995.85 ELA H Teacher Edition 15 @ \$14.95= \$224.25 ELA F Teacher Edition 3 @ \$331.95= \$995.85 Shipping:\$572.22 Grand total: \$7576.27 82 student laptops deployment @ \$13.00 = \$1066.00 3 Anytime Cart deployment @ \$20.00=\$60.00 Total: \$1126.00 Original \$18,401.73				
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	2 people will attend the SREB School Improvement Making Schools Work Conference at a cost of \$2111.85 per person which includes registration, travel, lodging, and meals= \$4223.70 3 people will attend the NCTM Annual Meeting & Exposition at a cost of \$2750.85 per person which includes registration, travel, lodging, and meals= \$8252.55 3 people will attend National Professional Development Conference at a cost of \$1975.16 per person which includes registration, travel, lodging, and meals= \$5925.48 **Mimio Pro 4 by Boxlight(Panel Boards)** **3 @2,340.00 = 7,020.00** **Installation 3@275.00= 825.00** **Cart- 3@ 450.00=1350.00 ** **Total: \$9,195.00** **Student laptops HP PROBook 440-G11** ** 8 @\$675.69 =\$5405.52** **All In One Desktop (AIO)HP ProOne G9 ** **6 @ 702.01= 4212.06** **Total: \$9617.58** **71100-429** **All in Learning Clickers**				
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	AIR IR Long Life Add-on Kit (#27-#34) ** **7 @ 100.00 ea= 700.00 **Shipping: \$213.48** **Total: \$913.48** **AVID AE-08 - Headphones - on-ear - wired - 3.5 mm jack – black- 70 @ 4.49 ea = \$314.30** **Ativa® HDMI Cable with Ethernet, 24', Black, 37198 15 @ 17.48 ea \$262.29** **Student Laptop Deployment ** **8@ \$13.00 = \$104.00** **Desktop Deployment** **6@ \$15.50 = \$93.00** **Total: \$1687.07**				
[S 3.2] Professional Development Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance specifically for the black or African American, BHN, and ED student groups. Benchmark Indicator Implementation * Quarterly Informal/Formal Walkthrough report * Quarterly TEM Observations report (PowerBi)	[A 3.2.1] Effective Teacher PD *ATSI24 Grant Funds will be used for the following: Provide School administrators, PLC Coaches, and content teachers 3rd party professional development in-school and out of state on unpacking the standards, differentiated teaching strategies, Content engagement, and effective check for understanding methods to enhance the teaching and learning environment to focus on BHN, BAA, and ED students. Training sessions will be provided virtually and in person for teachers and administrators around implementation of research-based practices to	Principal- Danielle Berry- Leach, AP- Gene Traynom, Dr. Brian Walker	05/30/2026	ATSI FUNDS [\$75000.00]	

* Quarterly Peer Observations report * Weekly Collaborative lesson planning Sign-in sheets * Monthly Saturday Unit Planning Sign-In Sheets * Quarterly Formative Assessment Data Effectiveness * Quarterly Informal and Formal Walkthrough forms will show that 80% of teachers are implementing effective instructional strategies for ATSI identified Black/African American, BHN, and Economically Disadvantaged students, that were addressed/learned during deliberate practice, collaborative planning sessions, Saturday Professional Development Sessions, and coaching and feedback sessions with the content administrator. * Quarterly PowerBi review of TEM Scores will show 80% of teachers who serve ATSI identified Black/African American, BHN, and Economically Disadvantaged students, receiving an overall level 3 or higher on all seven indicators of the TEM rubric for formal observations. * Quarterly peer observation forms will show that	enhance understanding and ensure continuity of good first teaching practices across the school to boost student achievement. Full Day Content Collaborative Professional Development. Substitutes will be provided for teachers who must attend professional development during the school day. 80% of teachers will attend Professional Development sessions which focus on implementation of effective instructional strategies for ATSI identified Black or African American, BHN, and ED on deep dive content. Weekly classroom observations using the Informal Walkthrough Protocol and Debriefing Document will show 80% of teachers are implementing effective instructional strategies for ATSI identified Black or African American students that were addressed/learned during monthly Saturday Professional Development sessions.				
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80% of teachers are implementing effective instructional strategies for ATSI identified Black/African American, BHN, and Economically Disadvantaged students, that were addressed/learned during deliberate practice, collaborative planning sessions, Saturday Professional Development Sessions, and coaching and feedback sessions with the content administrator. * Sign-in sheets will show 80% of teachers will participating in weekly PLC/Collaborative planning sessions focused on implementing effective instructional strategies to educate ATSI identified Black/African American, BHN, and Economically Disadvantaged students, with their content administrator. * Sign-in sheets will show that 80% of teachers will participate in monthly Saturday Professional development sessions focused on implementing effective instructional strategies to educate ATSI-identified Black or African American students, with their content administrator. * Quarterly Formative Assessment will show 20% of ATSI identified Black/African American, BHN, and Economically Disadvantaged students performing at or above 70% on formative assessments (Fall, Winter, and Spring) which align with the core instructional standards for the specific quarter. Each quarter, assessment data will show a 5% increase of ATSI identified Black/African American, BHN, and Economically Disadvantaged students on track or mastered.					
[G 4] Safe and Healthy Schools By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources. Performance Measure Mt. Pisgah Middle School, will aim to decrease chronic absenteeism for the 24-25 school year. Currently we are at 16.3% with a goal to decrease to 14.3%					

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Root Cause Analysis

Root Cause 1: School needs to do weekly follow-up calls and meetings with chronically absent students.

Root Cause 2: Teachers routinely communicating with parents

Root Cause 3: Out of school Suspensions

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Benchmark Indicator Implementation * 20-day Attendance report * 20-day C.O.M.E. Attendance report * 20-day Discipline Report * 20-day Days of Peace report * Monthly Attendance/Discipline meeting sign-in sheets, our goal is to lower chronically absent students by 10%.	[A 4.1.1] Schoolwide Attendance Process and Procedures Mt. Pisgah Middle School's attendance process: * During the Annual Title I Parent Meeting, parents will be informed of the district's attendance policy and the school's attendance process. * Teachers will record attendance in PowerSchool within the first five minutes of each class. If a student arrives at class after attendance has been recorded, the teacher will change the student's attendance in PowerSchool from absent to tardy by the end of the school day. * If a child misses two consecutive days from class, the teacher will contact the parent in writing, cc'ing their grade level guidance counselor, AP McKinney, and GOS Freeman, to inquire about the child's well-being, to remind the parent of the school's attendance process, and to provide make-up work/opportunities. * If a child misses three days from school, the grade-level guidance counselor will issue an attendance warning letter, documented via	AP-Gene Traymon	05/30/2026	Title I	

Effectiveness * 20-day Attendance report will show a minimum of 93% average daily attendance. * 20-day C.O.M.E. Attendance report will increase Champions and Winners by 5% monthly. * 20-day Discipline report will show a reduction in out of school suspensions by 5% monthly. * 20-day Days of Peace report will show at least one grade with 20 or more days of peace. * Monthly Attendance/Discipline meeting sign-in sheets will show 90% attendance rate for team members.	PowerSchool. * If a child misses five days from school, the grade-level counselor will conduct a SART meeting to develop an attendance support plan. This plan will be shared with administrators, the child's teachers, and any additional support personnel as deemed necessary. * AP McKinney will review and share schoolwide attendance data at the close of each 20-day reporting period. * Training and support will be provided to staff members as needed according to the data collected. * Students will be recognized and celebrated for perfect and improved attendance quarterly. * Teachers' will contact every parent of absent students daily to ensure communication has been made regarding the absence.				
	[A 4.1.2] Schoolwide Discipline Process and Procedures Mt. Pisgah Middle School's discipline process: * During the August in-service, AP Traynom and the RTI2-B team shared the schoolwide RTI2-B plan, processes, and resources with the staff. Teachers also have access to the district's student handbook which outlines behavior expectations and related policies. * During the Annual Title I Parent Meeting, parents will be informed of the district's discipline policy and the school's discipline plan. Parents and students also have access to the district's student handbook which outlines behavior expectations and related policies. * During the first week of school with students, teachers used the resources provided by the RTI2-B team to teach students the schoolwide behavior expectations for various locations throughout the school.	AP-Gene Traynom	06/02/2026	Title I	

	* Teachers received Bright Bytes training in August and are expected to use the platform to record positive and all concerning student behavior incidents, contacts, and interventions. * Teachers received ReThink SEL training in August and are expected to deliver three-part lessons to students weekly. * The schoolwide behavior expectations are posted throughout the school in common areas and classrooms. * Teachers will record students' conduct in PowerSchool using the following system: E: 0-1 infractions (student reminder of expectations), S: 2-4 (student conference and parent contact), N: 5-7 (parent contact/conference and guidance referral), and U: 8+ (parent conference and office referral). Throughout the quarter, students will have an opportunity to correct their behavior and improve their conduct. * If a child is referred to guidance, the guidance counselor conferences with the student to reset the behavior expectations and documents the occurrence in Bright Bytes. * If a child is referred to an administrator, the administrator issues the appropriate consequence based on previous incidents and the tiered behavior system provided by the district. All occurrences are documented in PowerSchool. * When students miss class due to a behavior consequence, they are provided an opportunity to receive instruction and make up missed assignments (e.g., virtual platforms, tutoring, academic advisory) per the district's grading policy. * AP Traynom will review and share schoolwide discipline data at the close of each 20-day reporting period. * Training and support will be provided to staff members as needed according to the data collected. * Students will be recognized and celebrated for meeting and making improvements towards the behavior expectations quarterly.				
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	* Teachers will be recognized and celebrated for meeting and making improvements towards implementing the behavior expectations and using the documentation system properly.				
	[A 4.1.3] Schoolwide Academic Support Process and Procedures Mt. Pisgah Middle School's academic support process: * During the Annual Title I Parent Meeting, parents will be informed of the district's grading policy and the school's academic support process. * Teachers will aggressively monitor students during independent practice tasks to provide immediate feedback. * Teachers will use formative assessment data to plan and facilitate blended learning - teacher-led, offline, and online station rotations - as an additional tier 1 support at least once per week. * Teachers will use formative assessment data to provide content-specific interventions and enrichments during the daily Academic Advisory period. * Teachers will enter at least two grades per week into PowerSchool. Content administrators will conduct grade book audits bi-monthly. * Students who need additional support based on their 23-24 TCAP scores will be referred for school-based tutoring. * Prior to the release of each quarterly progress report, teachers will inform students, parents, and the grade-level guidance counselor that a student is at risk of failing. The grade-level guidance counselor will work with the teacher, parent, and student to develop a recovery plan. The meeting, outcomes, and next steps will be documented and added to Bright Bytes. * Administrative leads will review and share grade book audit data at the close of each 20-day reporting period. * Training and support will be provided to staff members as needed according to the data	Danielle Leach (Principal), Gene Traynom (Assistant Principal), Dr. Brian Walker(PLC), Carnell Mitchell (Counselor), Christin Covington (Counselor).	05/30/2026		

	collected. * Students will be recognized and celebrated for earning academic honors and improved academic performance quarterly. * Students will be recognized and celebrated for meeting and exceeding mastery on the fall, winter, and spring district common formative assessments.				
[S 4.2] Professional Development 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 that result in improved student attendance and behavior positively impacting student achievement. Benchmark Indicator Implementation * 20-day OSS report * 20-day ISS report * 20-day Discipline Report * 20-day Days of Peace report * Monthly Attendance/Discipline meeting sign-in sheets * Monthly Professional Development Sign-in Sheets (Faculty Meeting), our goal is to increase teacher stamina for creating engaging lessons to keep students interested in coming to school. This plan is part of the 10% decrease in chronically absent students. * Monthly Disciplinary referral audit Effectiveness	[A 4.2.1] Schoolwide Positive Behavior Support System * During the August in-service, the RTI2-B team provided an overview of the RTI2-B plan, processes, and resources to the staff. * Throughout the school year, ongoing behavior management training, support, and resources will be provided to staff members by the RTI2-B team, the district's SEED office, or a vendor as indicated by the data collected. * Throughout the school year, ongoing research-based instructional practices training, support, and resources will be provided to instructional staff members by the ILT, the district's Professional Learning and Support office, or a vendor as indicated by the data collected.	Danielle Leach (Principal), Gene Traynom (Assistant Principal), Brian Walker (PLC), Carnell Mitchell (counselor)Christin Covington(counselor)	05/30/2026		

* 20-day OSS report will show a reduction in OSS by 5% each 20-day monthly. * 20-day ISS report will show a reduction in OSS by 5% each 20-day monthly. * 20-day Discipline report will show a reduction in out of school suspensions by 5% monthly. * 20-day Days of Peace report will show at least one grade with 20 or more days of peace. * Monthly Attendance/Discipline meeting sign-in sheets will show 90% attendance rate for team members. * Monthly professional development sign-in sheets will show 85% attendance for all faculty and staff members.					
	[A 4.2.2] Social Emotional Learning and Support * During the summer teachers were offered training SEL platform which is the districtwide platform used to teach students about emotions and provide strategies for dealing with various emotions. * During an August faculty meeting, teachers will receive school-based training on the program expectations and how to navigate the platform. * Throughout the school year, staff members will receive ongoing training, support, and resources regarding social-emotional learning from the ILT, the district's Professional Learning and Support/SEED office, or a vendor as indicated by the data collected.	Danielle Leach (Principal), Gene Traynom (Assistant Principal), , Brian Walker (PLC), Carnell Mitchell (counselor)Chr istin Covington(cou nselor)	05/30/2026		
	[A 4.2.3] logging * During an August PLC meeting, teacher leaders provided an overview of the Class Dojo platform to the staff. * Throughout the school year, ongoing system and intervention training, support, and resources will be provided to staff members by the RTI2-B team, the	Carnell Mitchell(Couns elor), Christin Covington(Cou nselor) Ap- Gene Traynom	05/30/2026		

	district's SEED office, or a vendor as indicated by the data collected. * Throughout the school year, ongoing research-based instructional practices training, support, and resources will be provided to instructional staff members by the ILT, the district's Professional Learning and Support office, or a vendor as indicated by the data collected.				
[S 4.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Benchmark Indicator Implementation * Parent-teacher conference sign-in sheets each semester * Monthly Parent Sign-in sheets * Quarterly Parent survey report, will help us understand the needs of families in hopes to increase parental involvement. * 20-day Attendance report * 20-day Discipline report Effectiveness * Parent-teacher conference attendance will increase by a minimum of 30% each semester. * Parent attendance will increase by at least 10% monthly. * Quarterly parent survey completion will increase	[A 4.3.1] Family and Community Engagement Calendar * At the beginning of the school year, the team created a list of activities and events for the school year which was added to the calendar on our school's website. The website calendar will be updated as new activities and events are planned and approved by Principal Leach. * Activities and events will also be posted on our social media platforms, and Blackboard. * Parents and students can make requests for activities and training via our Parent and Student Needs Survey link which is accessible on our school website. * Follow-up feedback and input surveys will be provided to participants following each activity and event. * For the convenience of parents who cannot attend in-person training sessions or events, virtual and recorded options will be available when possible.	Danielle Leach (Principal), Dr. Brian Walker (PLC), Carnell Mitchell , Christin Covington (Counselor)	06/02/2026		

by at least 10%. * 20-Day Attendance Report will show at least a 3% decrease in absenteeism rate for after parent contact. * 20-Day Discipline Report will show at least a 3% decrease in disciplinary referrals after parent contact.					
	[A 4.3.2] Stakeholder Committee * Stakeholder participation will be solicited to form committees to provide input and feedback to the administrative team on ways to increase relations between the school and the community. Possible committees: Parent Advisory Committee, Pisgah Alumni Association, Incentives and Celebrations Committee, Academic Support Committee, etc. * The Parent Resource Center will be stocked and available for committee members to meet, plan and prepare. * The principal, family engagement specialist, or designee will meet with committees at least quarterly.	Danielle Leach (Principal), Dr.Brian Walker (PLC Coach)	05/30/2026		
	[A 4.3.3] School/Home Communication System * Administrators, counselors, sponsors, and designees will provide students and parents with timely communication regarding schoolwide assessments, initiatives, events, and activities via Blackboard, and the school's website and social media platforms. * Teachers will provide students and parents with timely communication regarding class-specific and grade-specific assignments, assessments, student progress, initiatives, events, and activities via Powerschool, and weekly newsletters and emails. * Teachers will consistently notify parents when their child is meeting academic and behavioral expectations. * Teachers will immediately notify parents when their child is not meeting academic expectations, and notify parents after a verbal warning and	Danielle Leach (Principal), Gene Traynom (Assistant Principal), Dr.Brian Walker (PLC)	05/30/2026		

	redirection when the child is not meeting behavioral expectations. Behavior intervention must also be logged into Bright Bytes. * Teachers will also follow the schoolwide Attendance, Discipline, and Academic Support plan communication expectations.				
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