# Raleigh Egypt Middle School Annual Plan (2024 - 2025)

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| **[G 1] Raleigh Egypt Middle will increase the TCAP ELA rate of met plus exceeded from 10.4% in 2023-24 to 16% in 2024-25.** \*\*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] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Support implementation of standards aligned curricula** Rationale ---------  \*Raleigh Egypt Middle will provide daily access to the district rigorous curriculum that will develop students' deep understanding of the content, provide quality Tier 1 instruction, tasks and assessments that are aligned with the State's academic content standards, and promote mastery of TN standards to ensure students are college and career ready.\*  Supporting Data ---------------  According to Spring 2024 iReady data, approximately 18.2% of all students are mid or above grade level in Reading. In comparison, in Spring of 2023, 8.6% of all students were mid or above grade level in Reading. Resulting in a 9.6% increase. There was also a 5.5% increase in the number of students early on grade level in Reading from Spring 2022-23 to Spring of 2023-24. **Benchmark Indicator** Implementation --------------  \*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?\*  \* iReady Diagnostic Assessment (Fall, Winter, Spring) \* Daily classroom observations using District Instructional Practice Guide \* Monthly School-wide Common Assessments \* Quarterly TEM observation data \* Weekly lesson Plan \* Quarterly progress and report cards \* Weekly Collaboration Planning Sessions (Agenda, sign-in, and minutes) \* Bi-Weekly Data Meetings     Effectiveness -------------  \*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?\*  \* Increase number of students mid or above grade reading level by 10% on iReady Reading Diagnostic Assessment (Fall, Winter, Spring). \* Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3. \* Monthly School-Wide Common Assessment will show an increase of ELA Mastery level of 20% of all students. \* Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. \* Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. | **[A 1.1.1] Support Rich Learning Environment for Students** Description -----------  To support a rich learning environment for students, the purchasing and securing supplies, instructional materials (Tennessee TCAP Success Books) , equipment: HP Laptops, Promethean Boards, iPads, assessment clickers, printers, instructional software, iReady, Nearpod, etc. will be utilized to support and increase student mastery of instructional standards to improve student achievement and growth in ELA.  Utilizing instructional equipment: Promethean Boards, laptops, and instructional software will benefit teachers with enhancing delivery of instruction and providing standard aligned tasks to build students capacity around mastery of TN standards and provide teachers with real-time feedback to address academic gaps in ELA.  Tennessee TCAP Success Grade 6, 7, 8th Grade English Language Arts – 40 books per grade level =120   \* 120 x $25.25 = $3,030.00  \* Total= $3,030.00  \* Shipping =$330.00 \* Grand Total =$3360.00 (SSIG)     9 Promethean Boards @ $2,595.00 = $23,355.00  Installation @ $250.00 x 9 =$2,250  Total = $25,605.00 (SSIG 2.0)  All in Learning Assessment Clickers  \* 1 year -20 Teacher License -Enterprise-Clever @ $4050.00 \* 20 AIR IR Long Life 34 pad kit @ $475.00 = $9,500.00 \* Total = $13,550.00 (SSIG 2.0)     40 Laptops ELA @ 601.20=$24,048.00   40 Deployment @ 14.00 = $560.00   Computer Workstation Tables 18 @ 235.00=4230.00   3 Promethean Board @ $2475.00 =$7425.00   3 Installations @ $225.00= $675.00   2 HP Color Printers + 3-year warranty @ $515.85 = $1,031.70   Total= $37,969.70 (TAG 4.0)  Implementation --------------  \*Identify the indicator(s) used to measure implementation of the action step.\*  \* \*iReady Diagnostic Assessments (fall, winter, and spring)\* \* \*Daily classroom observations using the District Instructional Practice Guide\* \* \*School-wide common assessments Monthly\* \* \*Quarterly review of TEM observation data\* \* \*Weekly lesson plan review\* \* \*Quarterly progress and report cards\* \* \*Bi-Weekly Classroom walkthrough reports \* \* \*Weekly Collaborative Planning Session agenda, sign in, and minutes.\*     Effectiveness -------------  \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*  \* \*Increase number of students mid or above grade reading level by 10% on iReady Spring Reading Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release model by 90% within the classroom during teaching time by quarter 3.\* \* \*Monthly School-wide Common Assessment will show an increase of ELA Mastery level of 20% of all students.\* \* \*Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.\* \* \*Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes\* | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 | SSIG  SSIG 2.0  TAG 4.0 |  |
|  | **[A 1.1.2] Access to Rigorous Curriculum** Description -----------  \*Raleigh Egypt Middle School will provide teachers with district curriculum resources such as, curriculum guides, reading prescriptions, and PLC guides that outline modules for essential knowledge as well as skills and tasks aligned to TN stated standards. Reading prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.\*  Implementation --------------  \*Identify the indicator(s) used to measure implementation of the action step.\*  \* \*iReady Diagnostic Assessments (fall, winter, and spring)\* \* \*Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol\* \* \*Quarterly review of TEM observation data\* \* \*Weekly lesson plan review\* \* \*Quarterly progress and report cards\* \* \*Bi-Weekly Classroom walkthrough reports \* \* \*Weekly Collaborative Planning Session agenda, sign in, and minutes.\*     Effectiveness -------------  \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*  \* \*Increase number of students mid or above grade reading level by 10% on iReady Reading Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release model by 90% within the classroom during teaching time by quarter 3.\* \* \*Monthly School-wide Common Assessment will show an increase of ELA Mastery level of 20% of all students.\* \* \*Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.\* \* \*Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes\* | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 |  |  |
|  | **[A 1.1.3] Alignment of Classroom Observation and Feedback** Description -----------  \*Utilize informal and formal observation (TEM rubric) and the District Classroom Walkthrough Protocol and debriefing document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.\*  Implementation --------------  \*Identify the indicator(s) used to measure implementation of the action step.\*  \* \*iReady Diagnostic Assessments (fall, winter, and spring)\* \* \*Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol\* \* \*Quarterly review of TEM observation data\* \* \*Weekly lesson plan review\* \* \*Quarterly progress and report cards\* \* \*Bi-Weekly Classroom walkthrough reports \* \* \*Weekly Collaborative Planning Session agenda, sign in, and minutes.\*     Effectiveness -------------  \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*  \* \*Increase number of students mid or above grade reading level by 10% on iReady Spring Reading Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release model by 90% within the classroom during teaching time by quarter 3.\* \* \*Monthly School-wide Common Assessment will show an increase of ELA Mastery level of 20% of all students.\* \* \*Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.\* \* \*Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes\* | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 04/30/2025 |  |  |
|  | **[A 1.1.4] Academic Intervention and Enrichment Period** Description -----------  \*Raleigh Egypt Middle School have incorporated ELA and Math Intervention and Academic Enrichment classes to target and move students from below to approaching and on-track to mastery by double dosing them on tested standards.\*  Implementation --------------  \*Identify the indicator(s) used to measure implementation of the action step.\*  \* \*iReady Diagnostic Assessments (fall, winter, and spring)\* \* \*Daily classroom observations using the Instructional Protocol Guide \* \* \*Quarterly review of TEM observation data\* \* \*Weekly lesson plan review\* \* \*Quarterly progress and report cards\* \* \*Bi-Weekly Classroom walkthrough reports \* \* \*Weekly Collaborative Planning Session agenda, sign in, and minutes.\*     Effectiveness -------------  \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*  \* \*Increase number of students mid or above grade reading level by 10% on iReady Reading Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release model by 90% within the classroom during teaching time by quarter 3.\* \* \*Monthly School-wide Common Assessment will show an increase of ELA Mastery level of 20% of all students.\* \* \*Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.\* \* \*Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes\* \* \*Students progress and report cards will show an increase by at at least 3 final grades per nine-week grading periods.\* | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 |  |  |
| **[S 1.2] Professional Development** Rationale ---------  \*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, understanding what mastery of standards look like, students' skill set, and students' proficient reading level of grade appropriate texts. \*      Supporting Data ---------------  12.27% of 6th Graders on the Spring 2022-23 ELA Mastery Connect assessment met and exceeded expectations. In comparison to SY2023-2024 Spring Mastery Connect, 14.48% met and exceeded expectations. Resulting in a 2.21% increase.  10.52 % of 7th Graders on the Spring ELA 2023-24 Mastery Connect Assessment met and exceeded expectation. In comparison to SY2023-24 Spring Mastery Connect, 14.48% met and exceeded expectations. Resulting in a 3.96% increase. **Benchmark Indicator** Implementation: ---------------  \* \*Weekly classroom observations using the Instructional Protocol Guide\* \* \*Monthly Instructional Leadership Team (ILT) meetings\* \* \*Quarterly district and school level PD sessions\* \* \*Monthly New teacher professional learning supports\* \* \*Weekly Professional Learning Communities agenda and outputs\* \* \*Weekly Collaborative Planning Session agenda and sign in \* \* \*Weekly Professional Development agenda, minutes, and sign in\*     Effectiveness: --------------  \* \*Increase number of students mid or above grade reading level by 10% on iReady Spring Reading Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3.\* \* Monthly School-Wide Common Assessment will show an increase of ELA Mastery level of 20% of all students. \* Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. \* Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes | **[A 1.2.1] Professional Learning Communities** Description -----------  \*Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, understanding of what mastery look like, and proficient reading levels of grade supported texts.\*  Implementation --------------  \* \*Weekly classroom observations using the District Classroom Walkthrough Protocol\* \* \*Monthly Instructional Leadership Team (ILT) meeting agendas\* \* \*Quarterly district and school level PD session agendas\* \* \*Monthly New teacher professional learning support logs\* \* \*Weekly Professional Learning Communities agenda and outputs\* \* \*Weekly Collaborative Planning Session agenda and sign in \* \* \*Weekly Professional Development agenda, minutes, and sign in\* Effectiveness -------------  \* \* Increase number of students mid or above grade reading level by 10% on iReady Spring Reading Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3.\* \* Monthly School-Wide Common Assessment will show an increase of ELA Mastery level of 20% of all students. \* Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. \* Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.     ALL In Learning Professional Development on implementing Assessment Clickers  Professional Development @ $2,500.00 x 2 days = $5,000.00      Assessment Collaborative Institute Professional Development  June 25-27, 2025/Madison, Wisconsin  Registration fee $799.00 x 3 Teachers/School Leaders =2,397.00  Hotel @ $199.00 per 3 nights=$600.00 x 3 Teachers/School Leaders =$1,800.00  Meals $180.00 x 3 Teachers/School Leaders = $540.00  Transportation @ $468.00 x 3 Teachers/School Leaders = $1,404.00  Total =$6,141.00 | Principal Dione Curry, Asst. Principal Stacey Hill and PLC Coach Rosemary Byrd | 05/30/2025 | SSIG 2.0 |  |
|  | **[A 1.2.2] Provide Professional Development Opportunities for Instructional Leaders** Description -----------  \*Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, understanding of what mastery of standard look like, and proficient reading levels of grade supported texts.\*  Implementation --------------  \* \*Weekly classroom observations using the District Classroom Walkthrough Protocol\* \* \*Monthly Instructional Leadership Team (ILT) meetings\* \* \*Quarterly district and school level PD sessions\* \* \*Monthly New teacher professional learning supports\* \* \*Weekly Professional Learning Communities agenda and outputs\* \* \*Weekly Collaborative Planning Session agenda and sign in \* \* \*Weekly Professional Development agenda, minutes, and sign in\*     Effectiveness -------------  \* \*Increase number of students mid or above grade reading level by 10% on iReady Spring Reading Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3.\* \* Monthly School-Wide Common Assessment will show an increase of ELA Mastery level of 20% of all students. \* Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. \* Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 |  |  |
|  | **[A 1.2.3] Increase Parental Involvement and Engagement** Description -----------  \*Administrative staff and teachers will provide training and resources for parents to assist their children in building reading comprehension and fluency. Administrative staff will communicate to parents the strategies and resources used in the delivery of reading instruction at REMS. Administrative staff will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. \*  Implementation --------------  \* \*Weekly Data-Driven PLC Meeting Minutes\* \* \*Weekly Collaborative Planning Sessions\* \* \*Weekly Formal (TEM Rubric) and/or Informal Classroom Observations using the District Walkthrough Protocol by Administration and ILT members\* \* \*Bi-weekly Instructional Leadership Team (ILT) meetings\* \* \*Monthly Data Meetings\* \* \*Quarterly Parent Conferences\* \* \*Quarterly Academic meetings\*     Effectiveness -------------  \* \*Increase number of students mid or above grade reading level by 10% on iReady Spring Reading Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3.\* \* Monthly School-Wide Common Assessment will show an increase of ELA Mastery level of 20% of all students \* \*Monitor 20-day attendance of grade level teachers and co-teachers at or above 85%.\* \* \*Monitor quarterly attendance of parents attending specified meetings at or above 70%\* | Principal Dione Curry, Asst. Principal Stacey Hill, PLC Coach Rosemary Byrd, and Family Engagement Specialist Tina Simmons | 05/30/2025 |  |  |
| **[S 1.3] Targeted and Personalized Intervention for students who are failing to make academic progress** Rationale ---------  \*Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. In addition, Raleigh Egypt Middle will utilize grant funds to compensate vendors to provide personalized learning activities to students that are 2 or more grade levels below expectations in reading.\*  Supporting Data ---------------  Reading iReady Comparison Data from Spring SY2023-23 to Spring SY2023-24  According to Spring iReady data, approximately 18.2% of all students are mid or above grade level in Reading. In comparison, in Spring of 2022-23, 8.6% of all students were mid or above grade level in Reading. Resulting in a 9.6% increase. There was also a 5.5% increase in the number of students early on grade level in Reading from Spring 2022-23 to Spring of 2023-24. **Benchmark Indicator** Implementation --------------  \* \*Daily Enrichment classes built into the Master Schedule\* \* \*Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool)\* \* \*iReady Reading Diagnostic Results three times during school year (Fall, Winter, Spring)\* \* \*Monthly Reading Intervention Fidelity Checks\* \* \*Monthly Teacher Common Formative Assessments Data Digs\* \* \*iReady Diagnostic Assessments - Fall, Winter, Spring \*     Effectiveness: --------------  \* 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1. \* 20% of Tier II and Tier II students will progress to next instructional level/skill or meet academic goals quarterly. \* Quarterly Student work and RTI data trends will be at or above 70% \* Student weekly on-line and engagement time will be at a minimum of 90% (time and response driven) \* Monthly School-wide Common Assessment will show an increase of ELA Mastery level of 20% of all students. \* Increase number of students mid or above grade reading level by 10% on iReady Reading Diagnostic Assessment. | **[A 1.3.1] Implement RTI2-Tier II and Tier III Instruction with Fidelity** Description -----------  \*Added support will be provided weekly and bi-weekly for Tier 2 and tier 3 intervention through iReady that will focus on areas of deficit that have been identified and supported by the program, student work, and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap.\*  Implementation --------------  \* \*Quarterly RTI differentiated training PD sessions and sign in sheets \* \* \*Monthly progress monitoring data reports with a focus on deficit areas \* \* \*Monthly data team meetings agendas and sign in sheets \* \* \*Bi-Quarterly review of grade reports for at-risk or identified students\*     Effectiveness -------------  \* \*Increase ELA iReady for identified at-risk students on track and mastery to 20% or above by Spring assessment 2025\* \* \*Monthly data team meetings show 100% participation from teachers and administration\* \* \*Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)\* | RTI Lead Christine Fondren, Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 |  |  |
|  | **[A 1.3.2] Purchase Additional Educational Resources** Description -----------  Purchase academic resources for struggling students to improve reading skills that leads to achievement. These resources will be used to assist with student engagement, more high-interest text and assignments. Technology will be purchased to support blended learning and accessibility to online academic platforms. In addition, Raleigh Egypt Middle will utilize grant funds to provide personalized learning activities to students that are 2 or more grade levels below.      Implementation --------------  \* Daily Enrichment classes built into the Master Schedule \* Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool) \* iReady Reading Diagnostic Results three times during school year \* Monthly Reading Intervention Fidelity Checks \* Monthly Teacher Common Formative Assessments Data Digs \* EOY TnReady Assessment meeting our AMO goal in ELA     Effectiveness -------------  \* 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1. \* 20% of Tier II and Tier III students will progress to next instructional level/skill or meet academic goals quarterly. \* Student work and RTI data trends will be at or above 70% quarterly \* Student weekly on-line and engagement time will be at a minimum of 90% (time and response driven) \* 20% of our students will score (OT/M) on the quarterly     Vendor - "Reading with Ms. Richardson"  personalized learning activities @ $275.00 per session for nine-weeks period  Total = $12,395.00 (SSIG 2.0) | PLC Coach Rosemary Byrd, Principal Dione Curry | 04/30/2025 | SSIG 2.0 |  |
| **[G 2] Raleigh Egypt Middle will increase the TCAP Math rate of met plus exceeded in grades 6th-8th from 15.3% in 2023-24 to 20.6% in 2024-25.** \*\*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] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard Aligned Core Instruction** Rationale ---------  \*Raleigh Egypt Middle School will provide daily access to a rigorous curriculum that will develop students' deep understanding of content, provide quality Tier I instruction, tasks, assessments that are aligned with the State's academic content standards, and promote mastery of TN standards to ensure students are college and career ready.\*      Supporting Data ---------------  According to the Spring 2023-24 iReady data, 19.1% of all students scored mid or above grade level in Math. In comparison, 8.1% of all students scored mid or above grade level in Spring 2022-23. Resulting in an 11% increase. There was also a 6.6% increase in the number of students early on grade level in Math from Spring 2022-23 to Spring 2023-24. **Benchmark Indicator** Implementation --------------  \* iReady Diagnostic Assessment (Fall, Winter, Spring) \* Daily classroom observations using District Instructional Practice Guide \* Monthly School-wide Common Assessments \* Quarterly TEM observation data \* Weekly lesson Plan \* Quarterly progress and report cards \* Weekly Collaboration Planning Sessions (Agenda, sign-in, and minutes) \* Bi-Weekly Data Meetings     Effectiveness -------------  \* \*Increase number of students mid or above grade reading level by 10% on iReady Spring Math Diagnostic Assessment (Fall, Winter, Spring).\* \* \*Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3.\* \* Monthly School-Wide Common Assessment will show an increase of Math Mastery level of 20% of all students. \* Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. \* Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes | **[A 2.1.1] Support Rich Learning Environment for Students** Description -----------  \*To support a rich learning environment for students, the purchasing and securing supplies, instructional materials, (Tennessee TCAP Success Books) equipment: HP Laptops, iPads, Promethean Boards, assessment clicker, printers, instructional software: Edulastics, iReady, Nearpod, etc. will be utilized to support and increase student mastery of instructional standards to improve student achievement and growth in Math.\*  To support a rich learning environment for students during daily instruction laptops and tables will provide a robust learning environment by supporting on-one student/teacher support, student grouping based on deficit area(s).   Implementation --------------  \* \*iReady Diagnostic Assessments data reports (fall, winter, and spring)\* \* \*Daily classroom observations using the District Classroom Walkthrough Protocol\* \* \*Quarterly review of TEM observation data\* \* \*Weekly lesson plan review\* \* \*Quarterly progress and report cards\* \* \*Bi-Weekly Classroom walkthrough reports \* \* \*Weekly Collaborative Planning Session agenda, sign in, and minutes\* \* District Common Formative Assessments          Effectiveness -------------  \* \*Increase number of students mid or above grade reading level by 10% on iReady Spring Math Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release model by 90% within the classroom during teaching time by quarter 3.\* \* \*Monthly School-wide Common Assessment will show an increase of Math Mastery level of 20% of all students.\* \* \*Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.\* \* \*Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes\*     HP Laptop 36 @ $25,626.24   1 Cart =$713.00   Deployment =$504.00   Total =$26,843.24 -SSIG      HP Laptop 36 @ 25,122.24 X 4=$100,488.96  4 Carts = $570.00 x 4 = 2,280.00  Deployment = $24.50 x 4 = $98.00  Total = $102,866.96 - SSIG 2      52 Laptops Math @ 601.20=$31,262.24   52 Deployment @ 14.00=$728.00   Laptop Carts (Laptop Carts 2 ELA and 2 Math) 4 @ $555.55=$2,222.20   4 Carts Deployment @ $24.50 = $98.00   Charging Towers (20 charging stations/10 ELA and 10 Math) @359.95=$7,199.00   Computer Workstation Tables 18 @ 235.00=4,230.00   27 Boxes of pre-sharpened pencils @10.56 per box = $285.12   Total Cost= $46,024.56 (TAG 4.0) | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 | SSIG  SSIG 2.0  TAG 4.0 |  |
|  | **[A 2.1.2] Access to Rigorous Curriculum** Description -----------  \*Raleigh Egypt Middle School will provide teachers with district curriculum resources such as, curriculum guides, reading prescriptions, and PLC guides that outline modules for essential knowledge as well as skills and tasks aligned to TN stated standards. Reading prescriptions and curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.\*  Implementation --------------  \*Identify the indicator(s) used to measure implementation of the action step.\*  \* \*iReady Diagnostic Assessments (fall, winter, and spring)\* \* \*Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol\* \* \*Quarterly review of TEM observation data\* \* \*Weekly lesson plan review\* \* \*Quarterly progress and report cards\* \* \*Bi-Weekly Classroom walkthrough reports \* \* \*Weekly Collaborative Planning Session agenda, sign in, and minutes.\*     Effectiveness -------------  \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*  \* \*Increase number of students mid or above grade reading level by 10% on iReady Spring Math Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release model by 90% within the classroom during teaching time by quarter 3.\* \* \*Monthly School-wide Common Assessment will show an increase of Math Mastery level of 20% of all students.\* \* \*Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.\* \* \*Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.\* | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 |  |  |
|  | **[A 2.1.3] Alignment of Classroom Observation and Feedback** Description -----------  \*Utilize informal and formal observation (TEM rubric) and the District Classroom Walkthrough Protocol and debriefing document for observation processes to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and evidenced based strategies are used to address varying student needs.\*  Implementation --------------  \*Identify the indicator(s) used to measure implementation of the action step.\*  \* \*iReady Diagnostic Assessments (fall, winter, and spring)\* \* \*Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol\* \* \*Quarterly review of TEM observation data\* \* \*Weekly lesson plan review\* \* \*Quarterly progress and report cards\* \* \*Bi-Weekly Classroom walkthrough reports \* \* \*Weekly Collaborative Planning Session agenda, sign in, and minutes.\*     Effectiveness -------------  \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*  \* \*Increase number of students mid or above grade reading level by 10% on iReady Spring Math Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release model by 90% within the classroom during teaching time by quarter 3.\* \* \*Monthly School-wide Common Assessment will show an increase of Math Mastery level of 20% of all students.\* \* \*Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.\* \* \*Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes.\* | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 |  |  |
|  | **[A 2.1.4] Intervention and Enrichment Periods** Description -----------  \*Raleigh Egypt Middle School have incorporated ELA and Math Intervention and Academic Enrichment classes to target and move students from below to approaching and on-track to mastery by double dosing them on tested standards.\*  Implementation --------------  \*Identify the indicator(s) used to measure implementation of the action step.\*  \* \*iReady Diagnostic Assessments (fall, winter, and spring)\* \* \*Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol\* \* \*Quarterly review of TEM observation data\* \* \*Weekly lesson plan review\* \* \*Quarterly progress and report cards\* \* \*Bi-Weekly Classroom walkthrough reports \* \* \*Weekly Collaborative Planning Session agenda, sign in, and minutes.\*     Effectiveness -------------  \*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.\*  \* \*Increase number of students mid or above grade reading level by 10% on iReady Spring Math Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release model by 90% within the classroom during teaching time by quarter 3.\* \* \*Monthly School-wide Common Assessment will show an increase of Math Mastery level of 20% of all students.\* \* \*Weekly lesson plans will indicate instructional shifts and align with curriculum guides and maps 95% of the time.\* \* \*Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes\* \* \*Students progress and report cards will show an increase by at at least 3 final grades per nine-week grading periods.\* | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 |  |  |
| **[S 2.2] Professional Development** Rationale ---------  \*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.\*  Supporting Data ---------------  Approximately 16.7 % of all students who took the Mastery Connect 2023-2024 Spring assessment met and exceeded expectations in Math, while comparison data from Spring 2022-023 shows there was 10.4% of students that met and exceeded expectation: resulting in a 6.3% increase for the SY2023-2024 in Math. **Benchmark Indicator** Implementation --------------  \* \*Weekly classroom observations using the District Classroom Walkthrough Protocol\* \* \*Monthly Instructional Leadership Team (ILT) meetings\* \* \*Quarterly district and school level PD sessions\* \* \*Monthly New teacher professional learning supports\* \* \*Weekly Professional Learning Communities agenda and outputs\* \* \*Weekly Collaborative Planning Session agenda and sign in \* \* \*Weekly Professional Development agenda, minutes, and sign in\* Effectiveness: --------------  \* \*Increase number of students mid or above grade reading level by 10% on iReady Math Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3.\* \* \*Monthly School-Wide Common Assessment will show an increase of Math Mastery level of 20% of all students.\* \* \*Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time.\* \* \*Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes\* | **[A 2.2.1] Professional Learning Communities** Description -----------  \*Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, understanding of what mastery look like, and proficient reading levels of grade supported texts.\*  Implementation --------------  \* \*Weekly classroom observations using the District Classroom Walkthrough Protocol\* \* \*Monthly Instructional Leadership Team (ILT) meetings\* \* \*Quarterly district and school level PD sessions\* \* \*Monthly New teacher professional learning supports\* \* \*Weekly Professional Learning Communities agenda and outputs\* \* \*Weekly Collaborative Planning Session agenda and sign in \* \* \*Weekly Professional Development agenda, minutes, and sign in\* \* \*Annual Innovative Conferences in and out of town\* Effectiveness -------------  \* \* Increase number of students mid or above grade reading level by 10% on iReady Math Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3.\* \* Monthly School-Wide Common Assessment will show an increase of Math Mastery level of 20% of all students. \* Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. \* Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes. | Principal Dione Curry, Asst. Stacey Hill, and PLC Coach Byrd | 05/30/2025 |  |  |
|  | **[A 2.2.2] Provide Professional Development Opportunities for Leaders** Description -----------  \*Professional development will be provided to teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, understanding of what mastery of standard look like, and proficient reading levels of grade supported texts.\*  Implementation --------------  \* \*Weekly classroom observations using the District Classroom Walkthrough Protocol\* \* \*Monthly Instructional Leadership Team (ILT) meetings\* \* \*Quarterly district and school level PD sessions\* \* \*Monthly New teacher professional learning supports\* \* \*Weekly Professional Learning Communities agenda and outputs\* \* \*Weekly Collaborative Planning Session agenda and sign in \* \* \*Weekly Professional Development agenda, minutes, and sign in\* \* \*Annual Innovative Conferences in and out of town\*     Effectiveness -------------  \* \*Increase number of students mid or above grade reading level by 10% on iReady Math Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3.\* \* Monthly School-Wide Common Assessment will show an increase of Math Mastery level of 20% of all students. \* Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time. \* Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes     ALL In Learning Professional Development on implementing Assessment Clickers   Professional Development @ $2,500.00 x 2 days = $5,000.00      Conference: Assessment Collaborative Institute Conference  Date: June 24-27-2025/Location: Madison Wisconsin  Registration fee $799.00 x 3 Teachers/School Leaders =2,397.00  Hotel @ $199.00 per 3 nights=$600.00 x 3 Teachers/School Leaders =$1,800.00  Meals $180.00 x 3 Teachers/School Leaders = $540.00  Transportation @ $468.00 x 3 Teachers/School Leaders = $1,404.00  Total =$6,141.00 | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 | SSIG 2.0 |  |
|  | **[A 2.2.3] New Teacher Mentor** Description -----------  \*Teachers with 0-2 years of experience are assigned a mentor to collaborate with monthly. The mentors provide professional and content insight to help new teachers build capacity and their pedagogy.\*  Implementation --------------  \* \*Weekly classroom observations using the District Classroom Walkthrough Protocol\* \* \*Monthly Instructional Leadership Team (ILT) meetings\* \* \*Quarterly district and school level PD sessions\* \* \*Monthly New teacher professional learning supports\* \* \*Weekly Professional Learning Communities agenda and outputs\* \* \*Weekly Collaborative Planning Session agenda and sign in \* \* \*Weekly Professional Development agenda, minutes, and sign in\*     Effectiveness: --------------  \* \*Increase number of students mid or above grade reading level by 10% on iReady Math Diagnostic Assessment.\* \* \*Increase the implementation of the educational shifts and gradual release of responsibility to learners by 90% within the classroom during Tier 1 instruction by Quarter 3.\* \* \*Monthly School-Wide Common Assessment will show an increase of Math Mastery level of 20% of all students.\* \* \*Weekly lesson plans will indicate use of district curriculum maps and resources 95% of the time.\* \* \*Teachers attending weekly collaborative planning sessions at 95% of time with positive engagement, input and output documented in minutes\* | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 |  |  |
| **[S 2.3] Targeted Interventions and Personalized Learning** Rationale ---------  \*Provide academic interventions, personalized learning activities, an individualize learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.\*  Supporting Data ---------------  Mastery Connect for SY2023-24 suggests a 1% increase for all students that met or exceeded expectations from Winter to Spring in Math. **Benchmark Indicator** Implementation --------------  \* \*Daily Enrichment classes built into the Master Schedule\* \* \*Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool)\* \* \*iReady Reading Diagnostic Results three times during school year (Fall, Winter, Spring)\* \* \*Monthly Reading Intervention Fidelity Checks\* \* \*Monthly Teacher Common Formative Assessments Data Digs\* \* \*iReady Diagnostic Assessments - Fall, Winter, Spring\*     Effectiveness: --------------  \* EOY TnReady Assessment meeting our 16% AMO in Math \* 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1. \* 20% of Tier II and Tier II students will progress to next instructional level/skill or meet academic goals quarterly. \* Quarterly Student work and RTI data trends will be at or above 70% \* Student weekly on-line and engagement time will be at a minimum of 90% (time and response driven) \* Monthly School-wide Common Assessment will show an increase of Math Mastery level of 20% of all students. \* Increase number of students mid or above grade reading level by 10% on iReady Math Diagnostic Assessment. | **[A 2.3.1] Implement RTI2 - Tier II and Tier III Instruction with Fidelity** Description -----------  \*Added support will be provided weekly and bi-weekly for Tier 2 and tier 3 intervention through iReady that will focus on areas of deficit that have been identified and supported by the program, student work, and teacher of record input. This additional work will allow students to engage in content at their level of comprehension in an effort to curve their learning gap.\*  Implementation --------------  \* \*Quarterly RTI differentiated training PD sessions and sign in sheets \* \* \*Monthly progress monitoring data reports with a focus on deficit areas \* \* \*Monthly data team meetings agendas and sign in sheets \* \* \*Bi-Quarterly review of grade reports for at-risk or identified students\*     Effectiveness -------------  \* \*Increase Math iReady for identified at-risk students on track and mastery to 20% or above by Spring assessment 2025\* \* \*Monthly data team meetings show 100% participation from teachers and administration\* \* \*Quarterly grade reports show a continuous incline of grading (i.e. from D to C or F to D, etc)\* | Principal Dione Curry, RTI Lead Christine Fondren and PLC Coach Rosemary Byrd | 05/30/2025 |  |  |
|  | **[A 2.3.2] Purchase Additional Educational Resources** Description -----------  \*Title 1 funds and Grant funds will be utilized to purchase academic Resources for struggling students to improve reading achievement. To assist with student engagement, more high-interest text and technology will be purchased. \*  Implementation --------------  \* \*Daily Enrichment classes built into the Master Schedule\* \* \*Bi-Weekly Progress Monitoring using AimsWeb Plus (RTI2 Intervention tool)\* \* \*iReady Math Diagnostic Results three times during school year\* \* \*Monthly Math Intervention Fidelity Checks\* \* \*Monthly Teacher Common Formative Assessments Data Digs\* \* \*EOY TnReady Assessment meeting our AMO goal in Math\*     Effectiveness -------------  \* 100% of Tier II and Tier III students scheduled correctly in Intervention classes by the end of Quarter 1. \* 20% of Tier II and Tier III students will progress to next instructional level/skill or meet academic goals quarterly. \* Student work and RTI data trends will be at or above 70% quarterly \* Student weekly on-line and engagement time will be at a minimum of 90% (time and response driven) \* 20% of our students will score (OT/M) on the quarterly | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Rosemary Byrd | 04/30/2025 |  |  |
| **[G 3] Raleigh Egypt Middle School will reduce chronic absenteeism form 17.1% in SY23-24 to 15% in SY2024-25** \*\*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 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with 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] Attendance and Behavior Interventions and Supports** Rationale ---------  \*Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.\*  Supporting Data ---------------  Data shows that for the SY 2023-24, the attendance rate for 6th graders was 95% and 94% for 7th and 8th graders. **Benchmark Indicator** Implementation --------------  \* \*Monthly RTI2B Meetings Minutes\* \* \*Monitor RTIB2 Plan Successes/Challenges Quarterly\* \* \*20-day attendance and suspension data \*\*(Power BI Data Reports)\* \* \* \*\*20-day student discipline reports\* Effectiveness -------------  \* \*Incremental increase of 2% on 20 day reports for attendance rates.\* \* \*85% of processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.\* \* \*Chronically out of school rates will decrease by at least 2% per semester\* | **[A 3.1.1] Utilize Progressive Discipline** Description -----------  \*Utilize progressive disciplinary steps and specialized intervention supports (RTIB2) in an effort to decrease behavior referrals. Behavioral referrals can go to the school counselor, school social worker, or behavior specialist depending on the student's needs to avoid out-of-school suspensions. Students will work with these specialized services to improve their behavior over time. \*  Implementation --------------  \* \*Monthly RTI2B Meetings Minutes\* \* \*Monitor RTIB2 Plan Successes/Challenges Quarterly\* \* \*20-day attendance and suspension data\* \* \*20-day student discipline reports\* \* \*Monitor PowerBI Monthly Reports\*     Effectiveness -------------  \* \*Incremental increase of 2% on 20-day reports for attendance rates\* \* \*85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.\* \* \*Chronically out of school rates will decrease from 17.1 % in SY2023-234to 15% or below in SY2024-25.\* | Principal Dione Curry, Asst. Principal Stacey Hill and all REMS Teachers | 05/30/2025 |  |  |
|  | **[A 3.1.2] Utilize a Behavioral Specialist** Description -----------  Raleigh Egypt Middle School Behavioral Specialist will implement targeted interventions and support programs that address identified behavior needs and provide appropriate student supports that will give students the opportunity to address behaviors and work toward solutions that will keep them in the classroom.   Implementation --------------  \* Monthly RTI2B Meetings Minutes \* Monitor RTIB2 Plan Successes/Challenges Quarterly \* 20-day attendance and suspension data \* 20-day student discipline reports \* Monitor BryteBites Database Monthly \* Monitor PowerBI Monthly     Effectiveness -------------  \* \*Incremental increase of 2% on 20-day reports for attendance rates.\* \* \*85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.\* \* \*Chronically out of school rates will decrease from 17.1 % in SY2023-24 to 15% or below in SY2024-25.\* | Principal Dione Curry and Assist. Principal Stacey Hill | 05/30/2025 |  |  |
|  | **[A 3.1.3] Implement Preventive Interventions** Description -----------  \*Implement support programs and initiatives that address identified behavioral needs and provide appropriate student supports to prevent students from exhibiting inappropriate behaviors. Such programs will be used to help students avoid becoming chronically absent and/or becoming "frequent flyers" \*\*\*\*\*\*\*\*with administrative referrals. Our RTI2-B initiative and School Discipline Team will be led by the Assistant Principal and will include the administrative staff, teachers, behavioral professional, and support staff. The purpose of the RTI2-B plan is to implement proactive strategies for defining, teaching, and supporting appropriate student behaviors. Our school Discipline team will develop incentives for students meeting academic, attendance, and behavior goals.\*  \*Incentives can be utilized to help prevent inappropriate behavior, decrease chronic absenteeism, and encourage students to reach the goal of 70% proficiency or above on District CFAs and state assessments.\*  \*Implement support programs and initiatives that address identified attendance/behavioral needs and provide appropriate student support to prevent students from exhibiting inappropriate behaviors and chronic absenteeism. Our school Attendance/Discipline team will develop incentives for students meeting academic, attendance, and behavior goals. Laptops in the ISS area will provide a means for students to continue to work on assignments and assessments on days assigned to ISS.\*   Implementation --------------  \* Monthly RTI2B Meetings Minutes \* Monitor RTIB2 Plan Successes/Challenges Quarterly \* 20-day attendance and suspension data \* 20-day student discipline reports (Power BI Data Reports) \* 20-day student celebrations/incentives\*\* \*\*(payment invoices)     Effectiveness -------------  \* \*Incremental increase of 2% on 20-day reports for attendance rates.\* \* \*85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter.\* \* \*Chronically out of school rates will decrease from 17.1 % in SY2023-24 to 15% or below in SY2024-25.\* \*\*  \*\*ATTENDANCE AND BEHAVIOR INCENTIVE END OF THE YEAR TRIP\*\*   \* \*\*Discovery Park of America \*\*Student will explore Math, Science, and ELA by experiencing hands-on, state-of-the-art learning from around the world to discover how classroom instruction is applied to the real world.     \* \*\*Date: \*\*May 9, 2025  \* \*\*Transportation: \*\*4 Buses at $2100.00/each =\*\* \*\*$8,400.00  \* \*\*Museum Admission: \*\*200 Students @ $24.99/each= $4,998.00  \* Grand Total = $13,398.00 (SSIG)     Attendance Incentives to address identified needs for attendance and chronic absenteeism.   \* 800 clear backpacks attendance kits @20.00 each =$16,000  \* 500 School Supply Packs including pencils and writing journals @10.00 each =$5,000  \* 400 Attendance Incentives (100 certificate, 100 wristbands, 100 trophies, and 100 plaques) @10.00 each = $4,000  \* Total=$25,000 (TAG 4.0) | Principal Dione Curry, and Asst. Principal Stacey Hill | 05/30/2025 | SSIG  TAG 4.0 |  |
| **[S 3.2] Professional Development** Rationale ---------  \*Provide/allow participation in ongoing, high-quality professional development at the district and school levels for school leaders, teachers, and other instructional staff to focus on changing instructional and behavioral practices and social-emotional learning that result in improved student attendance and behavior. \*  Supporting Data ---------------  Data shows that for the SY 2023-24, the attendance rate for 6th graders was 95% and 94% for 7th and 8th graders.  Implementation --------------  \* \*Quarterly Parent/Student Surveys\* \* \*Weekly walk-through feedback\* \* \*20-day attendance and suspension data\* \* \*ILT and school counselors will review Power BI data report quarterly to monitor if PD offerings are supporting student attendance outcomes\* \* \*ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance\* \* \*20-day student discipline report\* \* \* Weekly PD Agendas will ensure topics are data driven and support the expected outcomes\* \* \*Quarterly PLZ transcripts to monitor teacher attendance quarterly at 85% or above to specific trainings\* \* \*Monthly Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers\* Effectiveness -------------  \* \*Quarterly Data is reviewed and supported by outcomes at 100% of the time.\* \* \*Monthly Teacher feedback surveys will be positive responses at or above 80%.\* \* \*20-day Student attendance data forms will be at or above 85% per class/teacher.\* \* \*Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time.\* \* \*\*\*I\*\*\*\*ncremental increase of 2% on 20-day reports for attendance rates.\* \* \*85% of priority schools processes and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter. (quarterly)\* \* \*Chronically out of school rates will decrease from 17.1% in SY2023-24 to 15% or below in SY 2024-25. (yearly)\* **Benchmark Indicator** - | **[A 3.2.1] Increase Student Engagement** Description -----------  \*Targeted professional developments will be implemented to define effective strategies for increasing student engagement and achievement. School administrative staff will identify and invite a cadre of highly effective teachers and presenters to deliver professional development to peers. The instructional leadership team will provide professional development on how to effectively combine the use of curriculum, technology, and teaching strategies, including the Personalized Learning Pathways model, to motivate students to take ownership of their education, ultimately increasing student engagement. \*  Implementation --------------  \* \*Quarterly Parent/Student Surveys\* \* \*Weekly walk-through feedback\* \* \*20-day attendance and suspension data\* \* \*ILT and school counselors will review Bright Bytes data report quarterly to monitor if PD offerings are supporting student attendance outcomes.\* \* \*ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance.\* \* \*20-day student discipline report \* \* \*Weekly PD Agendas will ensure topics are data driven and support the expected outcomes.\* \* \*Quarterly PLZ transcripts to monitor teacher attendance at 85% or above to specific trainings.\* \* \*Monthly Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers.\*     Effectiveness -------------  \* \*Quarterly CFA Data is reviewed and supported by outcomes at 100% of the time\* \* \*Monthly Teacher feedback will be positive responses at or above 80%\* \* \*20-day Student attendance rata data will be at or above 85% per class/teacher\* \* \*Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time.\* | Principal Dione Curry, Asst. Principal Stacey Hill, and PLC Coach Rosemary Byrd | 05/30/2025 |  |  |
|  | **[A 3.2.2] Provide Social-Emotional Learning Professional Development Opportunities** Description -----------  Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student support.              \*Due to the low social economic background of our students, there is a great need to provide social-emotional learning opportunities. It is important to equip our counselors and leaders with tools to better serve our community of students and parents. Counselors and leadership need to participate in professional development conferences geared towards Social Emotional Learning (SEL) and transforming school culture. We would use Title I funding and Grant funding to pay registration, travel, and/or accommodation fees to these conferences. \*  Implementation --------------  \* \*Quarterly Parent/Student Surveys\* \* \*Weekly walk-through feedback\* \* \*20-day attendance and suspension data\* \* \*ILT and school counselors will review Bright Bytes data report quarterly to monitor if PD offerings are supporting student attendance outcomes.\* \* \*ILT will review Power BI data bi-weekly to review the impact on academic outcomes to attendance.\* \* \*20-day student discipline report \* \* \*Weekly PD Agendas will ensure topics are data driven and support the expected outcomes.\* \* \*Quarterly PLZ transcripts to monitor teacher attendance at 85% or above to specific trainings.\* \* \*Monthly Teacher led PD feedback will be used to determine if PD offerings are viewed as effective by our teachers.\*     Effectiveness -------------  \* \*Quarterly CFA Data is reviewed and supported by outcomes at 100% of the time\* \* \*Monthly Teacher feedback will be positive responses at or above 80%\* \* \*20-day Student attendance rate data will be at or above 85% per class/teacher\* \* \*Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time\*. \* Monthly Teacher feedback surveys will be positive responses at or above 80%. (monthly) \* 20-day Student attendance data forms will be at or above 85% per class/teacher. (every 20 days) \* Weekly PD agendas will reflect teacher needs (based on need assessments) 100% of the time (weekly) \*\*Solution Tree Transforming School Culture Conferences\*\*   "Behavior Solutions: A Practical Roadmap for Behavior Success in All Tiers Workshop”   Location: Franklin, TN   Dates: November 12-13-2024   \* Registration: $769.00 x 2 =$1538.00  \* Lodging: $179.00 x 2 nights per 2 registrants =$716.00  \* Meals: $180.00 x 2 registrants = $360.00  \* Mileage: 0.67 x 217 miles =145.39 x 2 =290.78     \* Total =$2,904.78 | Principal Dione Curry, Asst. Principal Stacey Hill, Professional School Counselors Towanda cox and Elnora Chappell | 09/05/2030 | SSIG |  |
| **[S 3.3] Parent, Family, and Community Engagement** Rationale ---------  \*Promote effective parent, family, and community engagement activities and provide resources that support safe schools which will improve student attendance and behavior.\*      Supporting Data ---------------  \*Data shows that for the SY 2023-24, the attendance rate for 6th graders was 95% and 94% for 7th and 8th graders.\* **Benchmark Indicator** Implementation --------------  \* \* \*\*20-day attendance data\* \* \*Quarterly Parent/Student Surveys\* \* \* \*\*Monitor PowerBI Monthly\* \* \* \*\*20-day student discipline reports\* \* \*20-day suspension data\* \*   Effectiveness -------------  \* \*Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 93.5 in SY 2023-24 to 96.0% or higher in SY 23-24 (every 20 days)processes\* \* \*Monthly Trends will show fewer than 20% of students being referred for disciplinary infractions.\* \* \*Quarterly Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students\* \* \*Quarterly Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions.\* \* \*85% of priority schools and procedures for tracking attendance will yield a 90% accuracy rate for entering attendance by the end of the first quarter, 95% by the end of the second quarter and 100% accuracy rate by the end of the third quarter. (quarterly)\* \* \*Chronically out of school rates will decrease from 17.1% in SY2023-24 to 15% or below in SY 2024-25. (yearly)\* | **[A 3.3.1] Increase Parental Involvement and Engagement** Description -----------  \*Parents are invited to join Raleigh Egypt Middle Parent-Teacher-Student Organization and to volunteer at REMS in various capacities, such as coaching or assisting with programs. REMS will also invite parents to participate in Career Fairs and Open Houses. To further increase parental involvement, REMS will survey parents to capture their interests so that programs can be developed to meet the needs of our current stakeholders. School leaders will also meet with parents of chronically out-of-school students to offer interventions to keep students safe and in school. RTIB2 plan will be posted for parents on the school's web page and reviewed during semi-annual parent events in small group settings.\*  \*REMS also has an area designated for parents and the community. Title I funds will be utilized to equip REMS Parent Center with technology to assist parents with students' information such as registration, job search, and other important information. The community center will allow for networking events to assist parents, family and students with community resources and provide special events to support the growth and development of parents, families, and the community. \*  Implementation --------------  \* \*Quarterly Parent/Student Surveys\* \* \*20-day attendance and suspension data\* \* \*20-day student discipline reports\* \* \*Monitor PowerBI Monthly\* Effectiveness -------------  \* \*Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students\* \* \*Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions.\* \* \*Trends will show fewer than 20% of students being referred for disciplinary infractions.\* | Principal Dione Curry, Asst. Principal Stacey Hill, PLC Coach Rosemary Byrd, and Family Engagement Specialist Tina Simmons | 05/30/2025 |  |  |
|  | **[A 3.3.2] Provide DATA Training Programs** Description -----------  \*REMS will provide training to parents in understanding the TN State Standards and other district-wide and state assessment measures. REMS will provide test-taking strategies and additional resources to inform parents of state, district, and school-wide expectations for attendance and behavior as well. Parents will be invited to Educational Parent Sessions to learn more about how REMS works to improve the academic and social aspects of the learning environment based on student data. \*  Implementation --------------  \* Quarterly Parent/Student Surveys \* 20-day attendance and suspension data \* 20-day student discipline reports \* Monitor PowerBI Monthly \* Quarterly Data Night     Effectiveness -------------  \* Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students. \* Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions. \* Trends will show fewer than 20% students being referred for infractions. | Principal Dione Curry, Asst. Principal Stacey Hill, PLC Coach Rosemary Byrd, and Family Engagement Specialist Tina Simmons | 05/30/2025 |  |  |
|  | **[A 3.3.3] Increase Student and Parent Engagement (Incentive Programs)** Description -----------  \*Parents will be invited to assemblies to join in the celebration of their child's academic accomplishments. The school will plan 20 Day Student Events for Quarterly Improved Chronic Absenteeism Rate, improved attendance and decreased discipline infractions. \*  \* Incentives will be utilized to promote student engagement, increase attendance, improve behavior to maximize student achievement and growth.\*  \*School will plan End of Year Student Event for Overall School \*  Implementation --------------  \* \*Quarterly\* + \*Parent/Student Surveys\* + \*Student incentive lists\* \* \*20-day\* + \*attendance data\* + \*student discipline reports\* + \*student incentive lists\* \* \*Monthly\* + \*PowerBI Reports\* + \*Order invoices\* + \*Parent Contact Log\*     Effectiveness -------------  \* \*Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 93.5.9 in SY 2023-24 to 96.0% or higher in SY 24-25.\* \* \*Teacher/parent agreed upon next step of supports have been outlined 100% of the time for all students. (Monthly)\* \* \*Teacher/parent contact will be at 80% or higher, specifically for students that have been identified as at-risk or have habitual infractions. (Monthly)\* \* \*Trends will show fewer than 20% students being referred for infractions. (Monthly)\* | Principal Dione Curry, Asst. Principal Stacey Hill, PLC Coach Rosemary Byrd, Family Engagement Specialist Tina Simmons | 05/30/2025 |  |  |