Oakhaven Middle Annual Plan (2024 - 2025)

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[G 1] Oakhaven Middle School will increase its TCAP Literacy growth rate from Level 1 in 2022-2023 to Level 3 in 2024-2025 and their met/exceeded expectations percentage from 6.7% in 2022-2023 to 10% in 2024-2025.
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 --------- *Provide a rationale for choosing the strategy/intervention.* Effective instruction is built around standards-based, high-quality curricula and assessments aligned to such standards that measure student progress and provide information regarding the improvement of student achievement. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's schools have access to a comprehensive educational system that will prepare them for the career path of their choice. Supporting Data --------------	**[A 1.1.1] Standards Aligned Core Instruction** Description ---------- *Provide a brief narrative of the proposed action step.* #### Professional Development: PLC leads will provide professional development focused on understanding and analyzing the standards during PLC meetings. Teachers will analyze the standards that they will cover during the first 4 weeks of school using the know/show chart. Teachers will then provide a simplified sentence to explain what students need to know to master the standard. Intervention classes will use the standards-aligned Measuring Up curriculum (for ELA) and provide Tier 2 and 3 intervention to students.	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington	05/23/2025	Title I TAG 4.0 SSIG	

		(Teacher; ILT Member)			
If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate it is a new strategy/intervention. Using standards-aligned curricula during the 2022-2023 school year, OMS students increased the number of students who met expectations on their Mastery Connect CFA by .3% to 12.0% in the Spring. OMS students will increase their 2024-2025 common CFA met/exceeding expectation rate by 5%. **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* 1. Weekly school-based formative assessments 2. Weekly PLC meeting meetings 3. Monthly TEM observations 4. Weekly school-based walkthroughs 5. Weekly Collaborative Planning meetings 6. Bi-monthly Faculty Meetings 7. Bi-monthly ILT Meetings 8. Peer observations Effectiveness ------------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*	Incentives will be provided for students who meet/exceed expectations on each quarterly district common formative assessment in ELA. In addition, teachers, students, and administrators will analyze the quarterly assessment data to determine growth between assessments. Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. **Students should perform at or above 70% on each weekly assessment and district quarterly assessment. 2. Teachers will observe a 10% increase in student performance based on their weekly assessment data. 3. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 4. Teachers will maintain an 80% average for weekly lesson plan submissions.				

1. Students should perform at or above 70% on each weekly assessment and district quarterly assessment. 2. Teachers will observe a 10% increase in student performance based on their weekly assessment data. 3. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 4. Teachers will maintain an 80% average on their weekly classroom Walkthroughs.					
	[A 1.1.2] School Literacy Plan Description ---------- *Provide a brief narrative of the proposed action step.* A 90-day plan was created analyzing our school's priority needs. One area listed was the school's literacy plan. Teachers and admin leads will use the reading prescriptions along with the curriculum map to plan student lessons, provide assessments, and track progress. Implementation ------------- *Identify the indicator(s) used to measure the implementation of the action step.* 1. Weekly school-based formative assessments 2. Quarterly district common formative assessments 3. Weekly PLC meeting meetings 4. Weekly Collaborative Planning meetings 5. Bi-monthly Faculty Meetings 6. Bi-monthly ILT Meetings 7. Peer observations 8. Monthly TEM observations	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington (Teacher; ILT Member)	05/23/2025	Title I SSGI TAG 4.0	

	9. Weekly school-based walkthroughs Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. *S*tudents should perform at or above 70% on each weekly assessment and district quarterly assessment. 2. Teachers will observe a 10% increase in student performance based on their weekly assessment data. 3. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 4. Teachers will maintain an 80% average for weekly lesson plan submissions.				
	[A 1.1.3] Instructional Coaching Description ----------- *Provide a brief narrative of the proposed action step.* The admin. lead and ELA teachers will collaborate weekly during PLC meetings and ILT meetings to review and practice components of the High-Impact Strategies delivered in their classrooms. Implementation -------------- *Identify the indicator(s) used to measure the implementation of the action step.* 1. Weekly school-based formative assessments 2. Quarterly district common formative assessments	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta	05/23/2025	Title I SSIG TAG 4.0	

	3. Weekly PLC meeting meetings 4. Weekly Collaborative Planning meetings 5. Bi-monthly Faculty Meetings 6. Bi-monthly ILT Meetings 7. Peer observations 8. Monthly TEM observations 9. Weekly school-based walkthroughs Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. *S*tudents should perform at or above 70% on each weekly assessment and district quarterly assessment. 2. Teachers will observe a 10% increase in student performance based on their weekly assessment data. 3. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 4. Teachers will maintain an 80% average for weekly lesson plan submissions.	Washington (Teacher; ILT Member			
	[A 1.1.4] Standards-Aligned Support and Assessments Description ----------- *Provide a brief narrative of the proposed action step.* PLC leads will provide professional development focused on understanding and analyzing the standards during PLC meetings. Teachers will analyze the standards that they will cover during the first 4 weeks of school using the know/show chart. Teachers will then provide a	Dr. Tonya Diggs (Principal), Jasmine Rayner (Assistant Principal), Dr. Ashleigh Jackson (PLC Coach), Mercy Awantu (ILT member)	05/23/2025	SSIG [$8500.00] SSIG 2.O	

	simplified sentence to explain what students need to know to master the standard. Intervention classes will use the standards-aligned Measuring Up curriculum (for ELA) and provide Tier 2 and 3 intervention to students. Incentives will be provided for students who meet/exceed expectations on each quarterly district common formative assessment in ELA. In addition, teachers, students, and administrators will analyze the quarterly assessment data to determine growth between assessments. OMS will contract with Kids First to provide High-Impact Tutoring for students in preparation for TCAP. Progress Learning will assist students in mastering content material by providing interventions to all students. We will also use Progress Learning to access students weekly and quarterly based on taught standards and in preparation for the EOY TCAP assessments. Provide Promethean Boards and eBoards in all ELA and other supporting subject areas as needed. Provide eBoards in Math classes. This will help provide instructional approached designed to meet the needs of specific learners to improve student achievement. Implementation -------------- *Identify the indicator(s) used to measure the implementation of the action step.* * Weekly school-based formative assessments				

	* Weekly PLC meeting meetings * Weekly Collaborative Planning meetings * Weekly Quarterly Progress Monitoring Assessment Data * Bi-monthly Faculty Meetings * Bi-monthly ILT Meetings * Peer observations * Monthly TEM observations * Weekly school-based walkthroughs * Daily Enrichment blocks * Daily RTI2 support for Tier I and Tier II students * Weekly fidelity checks * Weekly lesson plan checks Effectiveness ------------ *Identify the benchmark(s) to measure effectiveness toward increasing student achievement.* 1. Students should perform at or above 70% on each weekly and district quarterly assessment. 2. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 3. Teachers will maintain an 80% average for weekly lesson plan submissions. 4. Students will score 70% or higher on their weekly and quarterly Progress Learning Assessments. 5. Students will score 70% or better on their daily iReady assignments. 6. Students will maintain a 50% or higher national percentile ranking on their bi-weekly progress monitoring scores. 7. Weekly fidelity checks will reflect 100% compliance according to the walkthrough tool look-fors. 8. Weekly lesson plan checks will reflect that 100% of identified lessons are being implemented				

	according to the progress monitoring data. 9. The use of Promethean Boards and eBoards will allow teachers to incorporate more interaction with students using technology while teaching. This will allow students greater access to resources beyond their textbooks.				
[S 1.2] Professional Development Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Structured tutoring programs have been proven to significantly increase student achievement when implemented with consistency, quality materials, and well-trained tutors. This highlights the importance of structured programs for student success. Supporting Data -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate it is a new strategy/intervention.* Using standards-aligned curricula during the 2022-2023 school year, OMS students increased the number of students who met expectations on their Mastery Connect CFA by .3% to 12.0% in the Spring. OMS students will increase their 2024-2025 common CFA met/exceeding expectation rate by 5%. **Benchmark Indicator** Implementation -------------- *How will the turnaround strategy/intervention be monitored for implementation, including	**[A 1.2.1] High-Quality Professional Development** Description ----------- *Provide a brief narrative of the proposed action step.* Provide ongoing, high-quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance. Implementation -------------- *Identify the indicator(s) used to measure the implementation of the action step.* 1. Students will participate in after-school tutoring twice per week. Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. Students will score 70% or higher on their weekly school-based formative assessments.	Dr. Tonya Diggs (Principal), Jasmine Rayner (Assistant Principal), Dr. Ashleigh Jackson (PLC Coach)	05/23/2025	Title I SSIG TAG 4.0	

frequency.?* 1. Students will participate in after-school tutoring twice per week. 2. Students who repeated their last grade level, are overage for grade, and/or receive Special Education services will be prioritized when selecting students to participate in after-school tutoring. Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 1. Students will score 70% or higher on their weekly school-based formative assessment.					
	[A 1.2.2] High-Quality Professional Development Description ---------- *Provide a brief narrative of the proposed action step.* Provide ongoing, high-quality professional development at the school level for school leaders, teachers, and other instructional staff that focus on changing instructional practices that result in improved student performance. Implementation ------------- *Identify the indicator(s) used to measure the implementation of the action step.* Teachers will participate in ongoing professional	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta	05/23/2025	Title I TAG 4.0 SSIG	

	development throughout the school year to assist in the implementation of High-Impact Strategies and additional best practices for the classroom. Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Teachers will maintain an 80% lesson plan completion average throughout the school year, and implement the concepts within each lesson plan.	Washington (Teacher; ILT Member			
	[A 1.2.3] Professional Development provided by the Instructional Leadership Team Description ---------- *Provide a brief narrative of the proposed action step.* The instructional leadership team will meet bi-weekly to discuss opportunities for support at Oakhaven Middle School. Implementation ------------- *Identify the indicator(s) used to measure the implementation of the action step.* The ILT members will participate in bi-weekly meetings with the admin. team on peer-coaching best practices, High-Impact Engagement Strategies, and content information. They will also participate in a book study to help them understand mindsets to improve daily practices. Effectiveness -------------	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington (Teacher; ILT Member	05/23/2025	Tile I SSIG TAG 4.0	

	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. ILT members will lead monthly peer observations and guide peers in coaching other teachers.				
[S 1.3] Provide additional support for students who are failing to make academic progress Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Provide academic interventions, after-school tutoring, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Supporting Data -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate it is a new strategy/intervention.* Using standards-aligned curricula during the 2023-2024 school year, OMS students increased the number of students who met expectations on their formative assessment by .3% to 12.0% in the Spring. OMS students will increase their 2024-2025 common CFA met/exceeding expectation rate by 5%. **Benchmark Indicator** Implementation -------------	**[A 1.3.1] RTI2-A** Description ----------- *Provide a brief narrative of the proposed action step.* Oakhaven Middle has developed an RTI2 Team to help with the RTI2 process across grade levels. Our goal is to assist and provide teachers with enough time to effectively complete each of students' individualized planning documents, progress monitoring, and benchmarks during the school day. Implementation -------------- *Identify the indicator(s) used to measure the implementation of the action step.* 1. Daily enrichment blocks (two per day) 2. Daily RTI2-A support for Tier I and Tier II students Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. Students will score 70% or better on their daily	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington (Teacher; ILT Member	05/23/2025	Title I SSIG TAG 4.0	

How will the turnaround strategy/intervention be monitored for implementation, including frequency.? 1. Weekly iReady Activity Logs 2. Bi-weekly progress monitoring data 3. Weekly/Quarterly Progress Learning Data 4. Utilizing the Measure Up Curriculum for Interventions 5. Tutoring twice per week in ELA Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 1. Students will score 70% or better on their daily iReady assignments. 2. Students will maintain a 50% or higher national percentile ranking based on their bi-weekly progress monitoring scores. 3. Students will score 70% or higher on their weekly and quarterly Progress Learning Assessments.	iReady assignments. 2. Students will maintain a 50% or higher national percentile ranking based on their bi-weekly progress monitoring scores.				
	[A 1.3.2] Academic Support for Intervention Description ---------- *Provide a brief narrative of the proposed action step.* The admin lead will collaborate with the ESL, SPED, core teachers, Computer Lab Assistant, and interventionists to structure co-teaching models and daily computer-based interventions for all	Dr. Tonya Diggs (principal), Jasmine Rayner (assistant principal), Dr. Ashleigh Jackson (PLC Coach), Thomas White	05/23/2025	Title I SSIG TAG 4.0 SSIG 2.0	

| | | students. A Computer Lab Assistant will be hired to assist students daily with their computer-based interventions during Academic Enrichment and Academic Intervention classes. Additional school-based laptops, chargers, and charging stations will be purchased to ensure that there is a 1:1 device for all students. HDMI cables will also be purchased to assist teachers with projecting intervention material on the computer-based boards. Laptop computer carts will be purchased to store 1:1 devices to ensure they are available for students daily, and headphones will be purchased to ensure students are adequately able to hear the computer-based material provided via Progress Learning. The students will work in small groups daily a week and scaffold a standard and lesson.

1 FTE Computer Lab Assistant = $34,633.76TAG 4.0: $76,145.43

Oakhaven Middle School will utilize Kid's First services to build teacher capacity and offer tutoring to students. The services include High-Dose Tutoring, In-Class Modeling/Co-Teaching, and Professional Development Sessions.

Implementation

Identify the indicator(s) used to measure the implementation of the action step.

1. Daily enrichment blocks (two per day)
2. Daily RTI2-A support for Tier I and Tier II students
3. Weekly fidelity checks
4. Weekly lesson plan checks | (interventionist) | | | |

	Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. Students will score 70% or better on their daily iReady assignments. 2. Based on bi-weekly progress monitoring scores, students will maintain a 50% or higher national percentile ranking. 3. Weekly fidelity checks will reflect 100% compliance according to the walkthrough tool look-fors. 4. Weekly lesson plan checks will reflect that 100% of identified lessons are being implemented according to progress monitoring data.				

[G 2] Oakhaven Middle School will increase its TCAP Math growth rate from Level 4 in 2022-2023 to Level 5 in 2024-2025, and their met/exceeded expectations percentage from 5.7% in 2022-2023 to 11.6% in 2024-2025.
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 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale --------- *Provide a rationale for choosing the strategy/intervention.*	**[A 2.1.1] Standard Aligned Core Instruction** Description ----------- *Provide a brief narrative of the proposed action step.*	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal),	05/23/2025	Title I TAG 4.0 SSIG	

Effective instruction is built around standards-based, high-quality curricula and assessments that are aligned to such standards and that measure student progress and provide information regarding the improvement of student achievement. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's schools have access to a comprehensive educational system that will prepare them for the career path of their choice. Supporting Data -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate it is a new strategy/intervention.* By implementing rigorous instruction and daily standard-aligned lessons, OMS students increased their meeting expectation percentage rate by 2.6% between their Fall and Spring Mastery Connect CFA. OMS will continue using many measures from the previous school year to increase the met/exceeding expectations category to at least 30% on district Mastery Connect district CFAs. **Benchmark Indicator** Implementation -------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* 1. Weekly school-based formative assessments 2. Weekly PLC meeting meetings 3. Monthly TEM observations 4. Weekly school-based walkthroughs	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. Teachers will use the purchased Measuring Up books (for Math) and provide high-quality intervention for targeted students. Implementation -------------- *Identify the indicator(s) used to measure the implementation of the action step.* 1. Weekly school-based formative assessments 2. Quarterly district common formative assessments 3. Weekly PLC meeting meetings 4. Weekly Collaborative Planning meetings 5. Bi-monthly Faculty Meetings 6. Bi-monthly ILT Meetings 7. Peer observations 8. Monthly TEM observations 9. Weekly school-based walkthroughs Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. Students should perform at or above 70% on each weekly assessment and district quarterly assessment.	Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington (Teacher; ILT Member			

5. Weekly Collaborative Planning meetings 6. Bi-monthly Faculty Meetings 7. Bi-monthly ILT Meetings 8. Peer observations Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 1. Students should perform at or above 70% on each weekly assessment and district quarterly assessment. 2. Teachers will observe a 10% increase in student performance based on their weekly assessment data. 3. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 4. Teachers will maintain an 80% average on their weekly classroom Walkthroughs.	2. Teachers will observe a 10% increase in student performance based on their weekly assessment data. 3. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 4. Teachers will maintain an 80% average for weekly lesson plan submissions.				
	[A 2.1.2] Math Professional Development Description ---------- *Provide a brief narrative of the proposed action step.* PLC leads will provide professional development focused on understanding and analyzing the standards during PLC meetings. Implementation -------------- *Identify the indicator(s) used to measure the	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT	05/23/2025	Title I SSIG TAG 4.0	

	implementation of the action step.* 1. Weekly school-based formative assessments 2. Quarterly district common formative assessments 3. Weekly PLC meeting meetings 4. Weekly Collaborative Planning meetings 5. Bi-monthly Faculty Meetings 6. Bi-monthly ILT Meetings 7. Peer observations 8. Monthly TEM observations 9. Weekly school-based walkthroughs Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. Students should perform at or above 70% on each weekly assessment and district quarterly assessment. 2. Teachers will observe a 10% increase in student performance based on their weekly assessment data. 3. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 4. Teachers will maintain an 80% average for weekly lesson plan submissions.	Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington (Teacher; ILT Member			
	[A 2.1.3] Data Driven Instruction Description ----------- *Provide a brief narrative of the proposed action step.* Oakhaven Middle School will have established routines and procedures for analyzing student data.	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy	05/23/2025	Title I SSIG TAG 4.0	

	Implementation ------------- *Identify the indicator(s) used to measure the implementation of the action step.* 1. Weekly school-based formative assessments 2. Quarterly district common formative assessments 3. Weekly PLC meeting meetings 4. Weekly Collaborative Planning meetings 5. Bi-monthly Faculty Meetings 6. Bi-monthly ILT Meetings 7. Peer observations 8. Monthly TEM observations 9. Weekly school-based walkthroughs Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. Students should perform at or above 70% on each weekly assessment and district quarterly assessment. 2. Teachers will observe a 10% increase in student performance based on their weekly assessment data. 3. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 4. Teachers will maintain an 80% average for weekly lesson plan submissions.	Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington (Teacher; ILT Member			
	[A 2.1.4] Standards-Aligned Support and Assessments Description ----------- *Provide a brief narrative of the proposed action	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant	05/23/2025	SSIG [$8500.00] SSIG 2.0 [$31890.00]	

	step.* PLC leads will provide professional development focused on understanding and analyzing the standards during PLC meetings. Teachers will analyze the standards they will cover during the first four weeks of school using the know/show chart. They will then provide a simplified sentence explaining what students need to know to master the standard. Intervention classes will use the standards-aligned Measuring Up curriculum (for ELA) and provide students with Tier 2 and 3 interventions. Incentives will be provided for students who meet/exceed expectations on each quarterly district common formative assessment in ELA. In addition, teachers, students, and administrators will analyze the quarterly assessment data to determine growth between assessments. Progress Learning assist students in mastering content material by providing interventions to all students. We will also use Progress Learning to access students weekly and quarterly based on taught standards and in preparation for the EOY TCAP assessments. OMS will contract with Kids First to provide High-Impact Tutoring for students, modeling/co-teaching for teachers, and Professional Development sessions for teachers to aid students in mastering standards in preparation for TCAP. Provide Promethean Boards in all ELA, Math, and other supporting subject areas as needed. Provide eGlass Boards in Math classes. This will help provide instructional approached designed to meet the needs of specific learners to improve student	Principal), Dr. Ashleigh Jackson (PLC Coach), Ariel Cunningham (Teacher;ILT Member)			

	achievement. Implementation ------------- *Identify the indicator(s) used to measure the implementation of the action step.* * Weekly school-based formative assessments * Weekly PLC meeting meetings * Weekly Collaborative Planning meetings * Weekly Quarterly Progress Monitoring Assessment Data * Bi-monthly Faculty Meetings * Bi-monthly ILT Meetings * Peer observations * Monthly TEM observations * Weekly school-based walkthroughs * Daily Enrichment blocks * Daily RTI2 support for Tier I and Tier II students * Weekly fidelity checks * Weekly lesson plan checks Effectiveness ------------ *Identify the benchmark(s) to measure effectiveness toward increasing student achievement.* 1. Students should perform at or above 70% on each school-based weekly and end-of-quarter assessment. 2. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 3. Teachers will maintain an 80% average for weekly lesson plan submissions.				

	4. Students will score 70% or higher on their weekly and quarterly Progress Learning Assessments. 5. Students will score 70% or better on their daily iReady assignments. 6. Students will maintain a 50% or higher national percentile ranking on their bi-weekly progress monitoring scores. 7. Weekly fidelity checks will reflect 100% compliance according to the walkthrough tool look-fors. 8. Weekly lesson plan checks will reflect that 100% of identified lessons are being implemented according to the progress monitoring data. 9. The use of Promethean Boards and eGlass boards will allow teachers to incorporate more interaction with students using technology while teaching. This will allow students greater access to resources beyond their textbooks.				
[S 2.2] Professional Development Rationale --------- *Provide a rationale for choosing the strategy/intervention.* 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 -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate it is a new strategy/intervention.* **By implementing rigorous instruction and daily	**[A 2.2.1] Instructional Leadership Team Support** Description ---------- *Provide a brief narrative of the proposed action step.* The instructional leadership team will meet bi-weekly to discuss opportunities for support at Oakhaven Middle School. This support will be specific to the needs of our school. Teachers will participate in professional development on how to use the Measuring Up standards-aligned books. Implementation -------------- *Identify the indicator(s) used to measure the implementation of the action step.* 1. Students will participate in daily math	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington	05/23/2025	Title I SSIG TAG 4.0	

standard-aligned lessons, OMS students increased their meeting expectation percentage rate by 2.6% between their Fall and Spring Mastery Connect CFA. OMS will continue using many measures from the previous school year to increase the met/exceeding expectations category to at least 30% on district Mastery Connect district CFAs. **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* 1. Weekly school-based formative assessments 2. Quarterly district common formative assessments 3. Weekly PLC meeting meetings 4. Weekly Collaborative Planning meetings 5. Bi-monthly Faculty Meetings 6. Bi-monthly ILT Meetings 7. Peer observations 8. Monthly TEM observations 9. Weekly school-based walkthroughs Effectiveness ------------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 1. Students should perform at or above 70% on each weekly assessment and district quarterly assessment. 2. Teachers will observe a 10% increase in student performance based on their weekly assessment data.	intervention. 2. Select students will participate in after-school tutoring twice per week. Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. Students will score 70% or higher on their weekly school-based formative assessment.	(Teacher; ILT Member			

3. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 4. Teachers will maintain an 80% average for weekly lesson plan submissions.					
	[A 2.2.2] High-Quality Professional Development Description ---------- *Provide a brief narrative of the proposed action step.* At Oakhaven Middle School, teachers will receive high-quality professional development beginning in-service week and twice per week during the school year. Implementation ------------- *Identify the indicator(s) used to measure the implementation of the action step.* 1. Students will participate in after-school tutoring twice per week. 2. Teachers will participate in professional development on how to use the Measuring Up standards-aligned books. Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. Students will score 70% or higher on their weekly school-based formative assessment.	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington (Teacher; ILT Member	05/23/2025	Tile I SSIG TAG 4.0	

[S 2.3] Provide additional support for students who are failing to make academic progress	[A 2.3.1] Math RTI2-A	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington (Teacher; ILT Member	05/23/2025	Title I SSIG TAG 4.0	
Rationale --------- *Provide a rationale for choosing the strategy/intervention.* 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. **Supporting Data** -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* By implementing rigorous instruction and daily standard-aligned lessons, OMS students increased their meeting expectation percentage rate by 2.6% between their Fall and Spring Mastery Connect CFA. OMS will continue using many measures from the previous school year to increase the met/exceeding expectations category to at least 30% on quarterly formative assessments. **Benchmark Indicator** Implementation -------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* 1. Weekly iReady Activity Logs 2. Bi-weekly progress monitoring data 3. Weekly school-based formative assessments	Description ----------- *Provide a brief narrative of the proposed action step.* Oakhaven Middle has developed an RTI2 Team to help with the RTI2 process across grade levels. This school year, OMS is utilizing one intervention for RTI2-A support. This person will provide intervention as well as deliver bi-weekly progress monitoring probes. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* 1. Weekly school-based formative assessments 2. Quarterly district common formative assessments 3. Weekly PLC meeting meetings 4. Weekly Collaborative Planning meetings 5. Bi-monthly Faculty Meetings 6. Bi-monthly ILT Meetings 7. Peer observations 8. Monthly TEM observations 9. Weekly school-based walkthroughs Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. Students should perform at or above 70% on each weekly assessment and district quarterly				

4. Quarterly district common formative assessments 5. Weekly PLC meeting meetings 6. Weekly Collaborative Planning meetings 7. Weekly/Quarterly Progress Learning Assessment Data 8. Bi-monthly Faculty Meetings 9. Bi-monthly ILT Meetings 10. Peer observations 11. Monthly TEM observations 12. Weekly school-based walkthroughs Effectiveness ------------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 1. Students will score 70% or better on their daily iReady assignments. 2. Students will maintain a 50% or higher national percentile ranking based on their bi-weekly progress monitoring scores. 3. Students should perform at or above 70% on each weekly assessment and district quarterly assessment. 4. Teachers will observe a 10% increase in student performance based on their weekly assessment data. 5. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 6. Teachers will maintain an 80% average for weekly lesson plan submissions. 7. Students will score 70% or higher on their weekly and quarterly Progress Learning Assessments.	assessment. 2. Teachers will observe a 10% increase in student performance based on their weekly assessment data. 3. Teachers will maintain a Level 3-5 average on their 2024-2025 TEM overall score monthly. 4. Teachers will maintain an 80% average for weekly lesson plan submissions.				
	[A 2.3.2] Academic Support for Intervention Description -----------	Dr. Tonya Diggs (principal),	05/23/2025	Title I SSIG	

	Provide a brief narrative of the proposed action step. The admin lead will collaborate with the ESL, SPED, core teachers, Computer Lab Assistant, and interventionists to structure co-teaching models and daily computer-based interventions for all students. A Computer Lab Assistant will be hired to assist students daily with computer-based interventions during Academic Enrichment and Academic Intervention classes. Additional school-based laptops, chargers, and charging stations will be purchased to ensure a 1:1 device for all students. HDMI cables will also be purchased to assist teachers with projecting intervention material on the computer-based boards. Laptop computer carts will be purchased to store 1:1 devices to ensure they are available for students daily, and headphones will be purchased to ensure students can adequately hear the computer-based material provided via Progress Learning. The students will work in small groups weekly and scaffold a standard and lesson. ### 1 FTE Computer Lab Assistant = $34,633.76 TAG 4.0: $76,145.43 Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* 1. Daily enrichment blocks (two per day) 2. Daily RTI2-A support for Tier I and Tier II students 3. Weekly fidelity checks 4. Weekly lesson plan checks	Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Mercy Awantu (Teacher; ILT member), Ariel Cunningham (Teacher;ILT Member), Olivia Chatman (Teacher; ILT Member); Roberta Washington (Teacher; ILT Member		TAG 4.0	

	Effectiveness

	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.
	1. Students will score 70% or better on their daily iReady assignments.
	2. Students will maintain a 50% or higher national percentile ranking based on their bi-weekly progress monitoring scores.
	3. Weekly fidelity checks will reflect 100% compliance according to the walkthrough tool look-fors.
	4. Weekly lesson plan checks will reflect that 100% of identified lessons are being implemented according to progress monitoring data.

[G 3] OMS will increase the percentage of high-risk chronically absent students from 29.7% in 2023 to 26.7% in 2025.
Additional Supports

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

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 --------- *Provide a rationale for choosing the strategy/intervention.*	**[A 3.1.1] Attendance and Behavior Interventions and Supports Ready** Description ----------- *Provide a brief narrative of the proposed action step.*	Dr. Tonya Diggs (Principal), Jasmine Rayner (Assistant Principal), Dr.	05/23/2025	Title I	

Oakhaven Middle School will reduce the percentage of chronically absent students from 29.7% in 2023-2024 to 26.7% in 2024-2025. Supporting Data -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* By aggressively monitoring attendance, OMS' chronic absenteeism rate decreased by 2.9% between the 2022-2023 school year (32.6%) and the 2023-2024 school year (29.7%). **Benchmark Indicator** Implementation -------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency?* * OMS will monitor each 20-day period attendance for all students. * Quarterly attendance incentives Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * The chronic absenteeism rate will decrease by 5% based on 20-day period attendance reports.	Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student support. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * OMS will monitor each 20-day period attendance for all students. * Quarterly attendance incentives Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * The chronic absenteeism rate will decrease by 5% based on 20-day period attendance reports.	Ashleigh Jackson (PLC Coach), Charlotte White (Family Engagement Specialist)			

	[A 3.1.2] Behavior Support	Dr. Tonya	05/23/2025	Title I	
	Description	Diggs			
	-----------	(Principal),			
		Jasmine			
	*Provide a brief narrative of the proposed action	Rayner			
	step.*	(Assistant			
		Principal), Dr.			
	At Oakhaven Middle School, we have reformed our	Ashleigh			
	RTI2-B team to consist of an RTI2-B specialist,	Jackson (PLC			
	Professional School Counselor, general education	Coach), Carol			
	teacher, special education teacher, and In-School	Boyd			
	Suspension assistant. Each of these individuals will	(Behavior			
	work alongside the office secretary to monitor	Specialist)			
	student attendance to reduce chronic absenteeism.				
	Implementation				
	-------------				
	*Identify the indicator(s) used to measure				
	implementation of the action step.*				
	* OMS will monitor each 20-day period attendance				
	for all students.				
	* Quarterly attendance incentives				
	Effectiveness				
	------------				
	*Identify the benchmark(s) to be used to measure				
	effectiveness toward increasing student				
	achievement.*				
	* The chronic absenteeism rate will decrease by				
	5% based on 20-day period attendance reports.				
	[A 3.1.3] Student Services	Dr. Tonya	05/23/2025	Title I	
	Description	Diggs			
	-----------	(Principal),		SSIG 2.0	
		Jasmine			
	*Provide a brief narrative of the proposed action	Rayner			

	step.* Students will have the opportunity to participate in school-sponsored incentives based on adequate attendance behavior. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * 20-day attendance reports * 20-day behavior reports Effectiveness ------------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * 20-day attendance reports will reflect a 5% decrease in the chronic absenteeism rate. * 20-day behavior reports will reflect a 5% decrease in student infractions.	(Assistant Principal), Dr. Ashleigh Jackson (PLC Coach), Charlotte White (Family Engagement Specialist)			
[S 3.2] Professional Development Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Oakhaven Middle School prides itself on providing a safe, supportive, and healthy environment for all students. At Oakhaven Middle School, the students will be taught how to S. O. A. R. (Stay safe, Be organized, Act Responsibly, and Respect Others). Our focus is to ensure that every student is able to learn in a safe environment. During the first weeks of school, the primary focus will be on the school culture and climate using the S. O. A. R. guideline. We also have a student brand that is entitled	**[A 3.2.1] Professional Development Schedule** Description ----------- *Provide a brief narrative of the proposed action step.* At Oakhaven Middle School, all professional developments pertaining to creating a safe, healthy environment will occur bi-weekly on Mondays. Each professional development is intentional and addresses the needs of the entire staff and students. We will have reoccurring moments for social-emotional learning and attendance. We want to ensure that all students receive an education where they feel safe, healthy, and supported. Specific subgroups (B/H/NA and Black) will be a	Dr. Tonya Diggs (principal), Jasmine Rayner (Assistant Principal), Dr.Ashleigh Jackson (PLC Coach), Charlotte White (Family Engagement Specialist)	05/23/2025	Title I SSIG 2.0	

S.O.A.R. (Studious, Optimistic, Ambitious, and Resilient). We will choose our student of the month based on the student brand and how well students on all grade levels exemplify the characteristics. For a healthy environment, we are implementing a program called "Parent University". This program focuses on improving school-home connections. Each month, teachers and parents will meet in-person or virtually to discuss current events and learn new information, techniques, and/or strategies to support students. For students, we have devised a "Level Up" Initiative that is centered around academic achievement. Students have the opportunity to become Gold and Platinum card members to receive incentives for scoring 70% or higher on the quarterly District Common Formative Assessments. This initiative also focuses on the "Triple A" Challenge (Academics, Attendance, Attitude). This challenge alternates quarterly with a focus on students improving students in academics, behavior, and attendance and gives students the opportunity to earn Hawk Bucks. School administrators have put preventive measures in place and trained teachers on school threat assessment, violence prevention, crime prevention practices, security procedures and awareness, and emergency planning best practices. School emergency plans are reviewed and updated annually to address preparedness procedures such as lock-downs, evacuations, parent-student reunification procedures, mobilizing school transportation during the school day, emergency communication protocols with parents and the media, and mobilizing mental health services. Drills (lock-down, fire, tornado, etc.) are conducted monthly and practiced in a realistic manner with little disruption to the school day. Entrance and exit doors are locked throughout the	focus during PD sessions to ensure faculty and staff are effective in providing a safe and comfortable learning environment. Teachers and staff will be trained around the well-being of the students. Please adhere to the topics below, dates will be assigned based on schedule, and district facilitator availability with a goal of at least bi-monthly: * Online Safe Schools Training * Attendance Meetings * Monthly updates from the Counselor or RTI2-B support * Types of Bullying and What Teachers Can Do * SRT: Student Review Team * Counseling Program * Adverse Childhood Experiences * Restorative Practices * Mentoring Program for Teachers * Student Clubs and Organizations Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* * Semesterly RTI2-B data meeting agenda and minutes * OMS will monitor each 20-day period attendance for all students. * Quarterly attendance incentives * Sign-in sheets will be completed along with stipend pay sheets Effectiveness -------------				

school day and cameras are in place to view visitors prior to entry. The school is equipped with metal detectors, surveillance cameras, and school resource officers to monitor and deter incidents.	*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*				
Supporting Data -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* **By aggressively monitoring attendance, OMS' chronic absenteeism rate decreased by 2.9% between the 2022-2023 school year (32.6%) and the 2023-2024 school year (29.7%). **Benchmark Indicator** Implementation ------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* * 20-day attendance reports * Quarterly attendance incentives * Sign-in sheets will be completed along with stipend pay sheets Effectiveness ------------ *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * The chronic absenteeism rate will decrease by 5% based on 20-day period attendance reports.	* Monthly RTI2-B data team meetings will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period. * The chronic absenteeism rate will decrease by 5% based on 20-day period attendance reports.				

	[A 3.2.2] Behavior Support Description ---------- *Provide a brief narrative of the proposed action step.* At Oakhaven Middle School, we have reformed our RTI2-B team to consist of an RTI2-B specialist, Professional School Counselor, general education teacher, special education teacher, and In-School Suspension assistant. Each of these individuals will work alongside the office secretary to monitor student attendance to reduce chronic absenteeism. Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* * OMS will monitor each 20-day period attendance for all students. * Quarterly attendance incentives Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * The chronic absenteeism rate will decrease by 5% based on 20-day period attendance reports.	Dr. Tonya Diggs (Principal), Jasmine Rayner (Assistant Principal), Dr. Ashleigh Jackson (PLC Coach)	05/23/2025	Title I	
[S 3.3] Parent, Family, and Community Engagement Rationale ---------	**[A 3.3.1] Parent and Family Engagement** Description ---------- *Provide a brief narrative of the proposed action	Dr. Tonya Diggs (Principal), Jasmine Rayner	05/23/2025	Title I	

Provide a rationale for choosing the strategy/intervention. Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Supporting Data -------------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* By aggressively monitoring attendance, OMS' chronic absenteeism rate decreased by 2.9% between the 2022-2023 school year (32.6%) and the 2023-2024 school year (29.7%). **Benchmark Indicator** Implementation -------------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* By implementing rigorous instruction and daily standard-aligned lessons, OMS students increased their meeting expectation percentage rate by 2.6% between their Fall and Spring Mastery Connect CFA. OMS will continue using many measures from the previous school year to increase the met/exceeding expectations category to at least 30% on district Mastery Connect district CFAs. Effectiveness ------------ *How will the turnaround strategy/intervention be	step.* Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* 1. Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. 2. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district-level topics through monthly parent surveys and participation in the PTO meeting held monthly. 3. Curriculum nights throughout the school year to engage parents in the skills students are learning. Effectiveness ------------ *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 1. The 20-day student engagement reports at the end end of each semester will show a 5% improvement after engagement events. 2. Parent participation in surveys and in monthly PTO meetings will increase by 10% quarterly.	(Assistant Principal), Dr. Ashleigh Jackson (PLC Coach), Charlotte White (Family Engagement Specialist)			

monitored for effectiveness toward increasing student achievement, including the frequency?* 1. The 20-day student engagement reports at the end end of each semester will show a 5% improvement after engagement events. 2. Parent participation in surveys and in monthly PTO meetings will increase by 10% quarterly.					
	[A 3.3.2] Chronic Absenteeism Monitoring and Fun Friday Description ----------- *Provide a brief narrative of the proposed action step.* To incentivize students, we will do the following: Quarterly field trips are provided to students who have 0-2 absences, positive behavior, and no out-of-school suspensions. Implementation -------------- *Identify the indicator(s) used to measure implementation of the action step.* 1. Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. 2. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district-level topics through monthly parent surveys and participation in the PTO meeting held monthly. Effectiveness ------------	Dr. Tonya Diggs (Principal), Jasmine Rayner (Assistant Principal), Dr. Ashleigh Jackson (PLC Coach), Charlotte White (Family Engagement Specialist)	05/23/2025	Title I	

	Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement. 1. The 20-day student engagement reports at the end end of each semester will show a 5% improvement after engagement events. 2. Parent participation in surveys and in monthly PTO meetings will increase by 10% quarterly.				
	[A 3.3.3] Parent and Family Engagement Description ----------- *Provide a brief narrative of the proposed action step.* We will host the following Title I meetings and activities: * Open House * Annual Title I meeting * Muffins with Moms * Donuts with Dads * ESL parent nights (3) * Parent Data Nights (2) * Parent Organization meetings * Curriculum Nights Implementation ------------- *Identify the indicator(s) used to measure implementation of the action step.* 1. Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. 2. Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district-level topics through	Dr. Tonya Diggs (Principal), Jasmine Rayner (Assistant Principal), Dr. Ashleigh Jackson (PLC Coach), Charlotte White (Family Engagement Specialist)	05/23/2025	Title I	

| | monthly parent surveys and participation in the PTO meeting held monthly.

Effectiveness

Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.

1. The 20-day student engagement reports at the end end of each semester will show a 5% improvement after engagement events.
2. Parent participation in surveys and in monthly PTO meetings will increase by 10% quarterly. | | | | |
|---|---|---|---|---|---|