

Geeter School Annual Plan (2024 - 2025)

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<p>[G 1] Reading/Language Arts: Geeter K-8 will increase ELA meeting or exceeding expectations proficiency rates from 3.4% in 2023 to 10% in 2025. **Effective Instruction Best for All Strategic Plan alignment: Academics**</p> <p>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.</p> <p>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.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Support implementation of high-quality instructional materials Rationale -----</p> <p>Geeter K-8 will provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.</p> <p>Supporting Data -----</p> <p>*Existing strategy: *According to iReady ELA data, the percentage of 3rd-8th grade ELA students who met or exceeded expectations increased from 13.6% to 24.8%.</p> <p>Benchmark Indicator Implementation -----</p>	<p>[A 1.1.1] Instructional Materials, Supplies, and Resources Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Provide instructional materials, supplies, and/or equipment (to support implementation of instructional programs). Examples of instructional materials, supplies and equipment to be purchased includes but are not limited to paper, laminating film, classroom carpets/rugs, notebooks, pencils notepads, portable drives, books, manipulatives, calculators, student laptops, carts, student desktops, tablets, software licenses (Progress Learning, All In Learning, etc.), Boogie Board writing tablets, student tracker board, interactive panels, plastic shields, mobile power towers, classroom audio system, Scholastic classroom libraries, bookcases, . Many of these materials and manipulatives will be purchased through Lakeshore Learning.</p> <p>Implementation</p>	<p>Lisa Chalmers & LaToya Wallace</p>	<p>05/15/2025</p>	<p>SSIG 1 & 2</p>	

<p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Daily classroom walkthroughs using Instructional Practice feedback forms</p> <p>Lesson Plans weekly review</p> <p>Daily ILT and PLC Meeting Minutes, Sign-in Sheets, and student work analysis</p> <p>Students (with special emphasis on B/H/N and ED should perform at or above 70% on-track/mastery on District Formative Assessment (Fall, Winter, and Spring) which align with core instructional standards for the specific quarter</p> <p>Daily Classroom observations using the District classroom walkthrough protocol and debriefing document. This will provide data to determine trends in teachers ability to effectively implement identified instructional shifts outlined in the rubric and judge the implementation of standard core aligned instruction.</p> <p>District Walkthrough data will be monitored through the District's PD management system (Professional Learning Zone/PLZ for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN standards.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p>	<p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly classroom walkthroughs using Instructional Practice feedback forms</p> <p>Classroom Walkthrough Feedback Document</p> <p>Lesson Plans Weekly review</p> <p>Weekly ILT and PLC Meeting Minutes, Sign-in Sheets and student work analysis</p> <p>Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric with 85% fidelity.</p> <p>Annual District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure</p>				
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<p>Daily classroom walkthroughs using Instructional Practice feedback forms will show 85% of teacher implementing best practices, to result in student progress report grades increasing by at least 3 points each nine-week grading period</p> <p>Weekly Lesson plan review and ILT/PLC minutes will show student work improving by at least 45% of students mastering taught standard.</p> <p>Use iReady data to monitor that student OTM increases from 24.8% to 35% in ELA in the Fall, Spring, and Winter.</p> <p>Progress monitoring will occur every 20-day period by the school instructional leadership team including content leads and administration in order to evaluate academic achievement (80% or better) and student growth by grade and content. Quarterly content teachers will analyze student performance on the District's common formative assessment in PLC's to examine students' achievement defined by on-track/mastery (80% or better) and growth.</p>	<p>effectiveness toward increasing student achievement.*</p> <p>85% of teacher implementing best practices, to result in student progress report grades increasing by at least 3 points each nine-week grading period</p> <p>Weekly ILT and PLC minutes will show student work improving by at least 45% of students mastering taught standard</p> <p>Bi-weekly data tracker updating to make sure we are on track to increase reading scores on CFAs by 5% from fall, winter to spring</p> <p>Teacher needs survey 4x/year; device and textbook inventory</p> <p>Daily classroom walk-throughs using classroom walkthrough form to identify appropriate use of instructional materials and supplies 95% of the time (i.e. small group, Tier I instruction)</p> <p>Daily observation of teacher implementation/use of curriculum resources at or above 85%</p>				
<p>[S 1.2] Provide support to ensure that an effective instructional model is implemented</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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, mastery of standard look fors, and proficient reading levels of grade supported text.</p> <p>Supporting Data -----</p>	<p>[A 1.2.1] Extensive Support Provided by PLC Coach</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly PLC Meetings with meeting sign-in sheets,</p>	Lisa Chalmers	05/30/2025	Title I	

<p>*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.*</p> <p>75% of new teachers for the 2022-23 school year increased their TEM rating by at least one point between the first and second semester.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Daily classroom observations using the districts Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p>	<p>agenda, and minutes</p> <p>Weekly Collaborative Planning With Content Lead using Collaborative Planning Guide</p> <p>Personalized PD and Coaching Sessions with attendance monitored in PLZ</p> <p>Biweekly Data Meetings with updated assessment data reflected in tracker</p> <p>Monthly student work analysis PLC's with student work samples</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Student work analysis document completed biweekly for teacher-made assessments</p> <p>Bi-weekly data tracker updated to reflect student data for MasteryConnect and iReady</p> <p>PLZ attendance for monthly tailored professional development sessions for teachers with 90% of teachers implementing a new strategy into their instruction based on the PD to increase student ELA achievement on iReady from 24.9% to 35% in the Fall, Spring, and Winter.</p>				
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<p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Bi-weekly data tracker updated frequently to monitor that students are increasing from 24.9% to 35% in ELA on iReady in the Fall, Spring, and Winter.</p> <p>Quarterly teacher needs survey and insight survey once per semester. Principals will increase their annual performance Insight Survey Leadership Index to 8.2 or higher in Spring 2024 and build their leadership capacity by receiving coaching and</p>					
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feedback sessions monthly.					
Daily teacher walkthroughs using Classroom Walkthrough documents and debriefing forms.					
<p>[S 1.3] Provide support for early warning and multi-tiered student response systems</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners and targeted subgroups to improve student achievement.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>This is an existing strategy. * According to iReady ELA data, the percentage of 3rd-8th grade ELA students who met or exceeded expectations increased from 13.6% to 24.8%.</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Daily classroom observations using the districts Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively</p>	<p>[A 1.3.1] Response to Intervention</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Geeter K-8 will offer an incentive bonus for certificated employees and non-certificated employees. The staff will strengthen the framework of our Response to Intervention program.</p> <p>*Identification of Tier II and Tier III students by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention, students are then benchmarked, after which students will receive intervention services.*</p> <p>* Increase of 15% of students benchmarked * Increase of 15% of students that complete Universal Screener * Increase of 15% of students that are compliant with Progress Monitoring</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Implementation monitoring is ongoing, and student progress is benchmarked as identified by the Universal Screener. Staff will follow the monthly calendar created by the Interventionist. The calendar will detail data team meetings, progress monitoring, and benchmark assessments.</p>	Jeremy Martin & Amber Parr	05/30/2025		

<p>implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional</p>	<ul style="list-style-type: none"> * Leadership Team will conduct fidelity checks * Support Staff will contact parents/guardians to communicate students progress * *Teachers and Teacher Assistants will conduct small group intervention sessions* <p>Data from the following sources will be used to drive instructional design in both ELA and Math.</p> <ul style="list-style-type: none"> * Data Team Meetings * Power BI * Soar Report * Iready Reports <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly fidelity checks to ensure 100% of intervention students will receive intervention once a week or biweekly depending on requirements to increase ELA OTM rates from 24.8% to 35% in Fall, Winter, and Spring.</p> <p>Bi-weekly data tracker updated and monitored frequently to reflect most recent iReady data</p> <p>Bi-weekly Power BI monitoring</p> <p>Parent communication logs updated weekly</p> <p>Parent data meetings held quarterly</p>				
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<p>staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Progress monitoring will occur every 20-day period by the school instructional leadership team including content leads and administration in order to evaluate academic achievement (80% or better) and student growth by grade and content. Quarterly content teachers will analyze student performance on the District's common formative assessment in PLC's to examine students' achievement defined by on-track/mastery (80% or better) and growth.</p> <p>Bi-weekly data tracker updated frequently to reflect most recent student data on teacher-made assessments, MasteryConnect, and iReady</p> <p>Monthly student work analysis PLC's using student work analysis protocol to increase student achievement on ELA iReady from 24.9% to 35% in Fall, Winter, and Spring.</p> <p>Daily classroom observations using the districts Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard</p>					
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<p>aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p>					
<p>[G 2] Geeter 3rd-8th grade students will improve Math on-track and mastery proficiency rates from 5% in Spring 2023 to 7.5% in Spring 2025. **Effective Instruction Best for All Strategic Plan alignment: Academics**</p> <p>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.</p> <p>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.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Support implementation of high-quality instructional materials Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p>	<p>[A 2.1.1] Instructional Materials, Supplies, and Resources Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p>	<p>LaToya Wallace,Lisa Chalmers, Brian Hayes, Jeremy Martin, Jihan Sanders</p>	<p>05/30/2025</p>	<p>SSIG1</p>	

<p>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.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>According to iReady data, the percentage of 3rd-8th grade Math students who met or exceeded expectations increased from 4.5% (2022) to 22.9% (2023).</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document will provide data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>Lesson Plan Review- Weekly Lesson Plan Review</p> <p>Daily ILT and PLC Meeting Minutes, Sign-in Sheets and student work analysis</p>	<p>Provide instructional materials, supplies, and/or equipment (to support implementation of instructional programs). Examples of instructional materials, supplies and equipment to be purchased include but are not limited to paper, laminating film, classroom carpets/rugs, notebooks, pencils notepads, portable drives, books, manipulatives, calculators, student laptops, carts, student desktops, tablets, and interactive panels, plastic shields, mobile power towers, classroom audio system, Scholastic classroom libraries, and bookcases. Some equipment that may need to be purchased include printers or copying machine to support students by providing standards-aligned instructional resources. All In Learning software and materials will be used in order to support instruction and measuring student data.</p> <p>PLC Coach and Instructional Facilitator will ensure that all math teachers receive the instructional supplies that they need for effective math instruction.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Weekly classroom walkthroughs using Instructional Practice feedback forms</p> <p>Weekly ILT and PLC Meeting Minutes, Sign-in Sheets and student work analysis</p> <p>Daily classroom observations using the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction</p>				
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<p>Annual District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>85% of teacher implementing best practices, to result in student progress report grades increasing by at least 3 points each nine-week grading period</p> <p>Weekly ILT and PLC minutes will show student work improving by at least 45% of students mastering taught standard</p> <p>Student OTM rates in Math will increase from 22.9% to 35% in Fall, Winter, and Spring.</p> <p>Progress monitoring will occur every 20-day period by the school instructional leadership team</p>	<p>in order to plan professional development support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Instructional Facilitator will conduct weekly walkthroughs to ensure that math teachers have the instructional resources and supplies that they need.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>85% of teacher implementing best practices, to result in student progress report grades increasing by at least 3 points each nine-week grading period</p> <p>Weekly ILT and PLC minutes will show student work improving by at least 45% of students mastering taught standard</p> <p>Student OTM rates in Math will increase from 22.9% to 35% from Fall 2023 to Spring 2024.</p>				
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<p>including content leads and administration in order to evaluate academic achievement (80% or better) and student growth by grade and content.</p> <p>Quarterly content teachers will analyze student performance on the common formative assessment in PLC's to examine students' achievement defined by on-track/mastery (80% or better) and growth.</p>	<p>Progress monitoring will occur every 20-day period by the school instructional leadership team including content leads and administration in order to evaluate academic achievement (80% or better) and student growth by grade and content.</p> <p>Quarterly content teachers will analyze student performance on the District's common formative assessment in PLC's to examine students' achievement defined by on-track/mastery (80% or better) and growth.</p>				
<p>[S 2.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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.</p> <p>Teachers 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. During RTI2 and through extended day, teachers utilize iReady and small group instruction to improve achievement and close gaps.</p> <p>Supporting Data -----</p> <p>*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.*</p>	<p>[A 2.2.1] Provide Teacher Support</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The instructional facilitators will provide coaching and mentoring throughout the school year.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Classroom walkthroughs to identify areas of need</p> <p>Regular informal observations/Instructional Practices walkthroughs with immediate feedback</p> <p>Regular communication re: professional development opportunities based on teachers' needs</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p>	<p>LaToya Wallace, Lisa Chalmers</p>	<p>05/30/2025</p>	<p>Title I \$50 000.00</p>	

<p>Last year, 75% of teachers received a TVAAS score of 3 or higher. This year, the goal is for 95% of teachers to receive a TVAAS score of 3 or higher.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Daily classroom observations using the districts Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored weekly through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should</p>	<p>Student OTM rates in Math will increase from 22.9% to 35% from Fall 2023 to Spring 2024.</p> <p>Weekly classroom walkthroughs with debriefs</p> <p>Quarterly PLZ transcript monitoring</p> <p>Bi-weekly data tracker monitoring and updating to reflect most recent student and teacher data</p> <p>Quarterly teacher needs surveys</p>				
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<p>result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's mathematics goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Student OTM rates in Math will increase from 22.9% to 35% from Fall 2023 to Spring 2024.</p> <p>Daily intervention for 1 hour using iReady and IXL</p> <p>iReady and IXL reports pulled weekly</p> <p>Small group instruction walkthroughs weekly with debriefing session</p> <p>Bi-weekly ILT walkthroughs and ILT meeting with debriefing based on observations</p>					
<p>[S 2.3] Provide additional support for students who are failing to make academic progress</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Provide academic interventions, personalized learning activities, an individualized learning pace,</p>	<p>[A 2.3.1] Response to Intervention</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Identification of Tier II and Tier III students by utilizing a formative assessment tool to identify the bottom 15% of students in need of intervention,</p>	Amber Parr	05/30/2025		

<p>and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>According to iReady data, students increased their Math mastery and exceeding rates from 4.5% (2022) to 22.9% (2023).</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Daily classroom observations using the districts Epiphany Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to</p>	<p>students are then bench-marked, after which students will receive intervention services. Implementation monitoring is ongoing, and student progress is bench-marked every three weeks. Interventions provided for students are adjusted according to student mastery.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>iReady</p> <p>AIMSWEBPlus</p> <p>Data Meetings led by Mrs. Parr</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Student OTM rates in Math will increase from 22.9% to 35% from Fall 2023 to Spring 2024.</p> <p>Weekly iReady data monitoring</p> <p>Bi-weekly data tracker to reflect most recent iReady intervention data</p> <p>Monthly RTI Data Meeting</p>				
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<p>ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Student OTM rates in Math will increase from 22.9% to 35% from Fall 2023 to Spring 2024.</p> <p>Daily exit tickets provided to students to measure</p>					
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<p>student mastery and guide future instruction.</p> <p>Weekly monitoring of iReady personalized lessons and IXL personalized learning paths.</p> <p>Monthly student work analysis using student work analysis protocol during PLC's</p> <p>Bi-weekly data tracker updated frequently to reflect most recent student performance</p> <p>Progress monitoring will occur every 20-day period by the school instructional leadership team including content leads and administration in order to evaluate academic achievement (80% or better) and student growth by grade and content.</p> <p>Quarterly content teachers will analyze student performance on the District's common formative assessment in PLC's to examine students' achievement defined by on-track/mastery (80% or better) and growth.</p>					
<p>[G 3] Geeter K-8 will reduce the percentage of chronically absent students from 75.3% to 50.0% and reduce the suspension rate in 7th and 8th grades by 10% in 2024-2025.</p> <p>**Student Support and Services Best for All Strategic Plan alignment: Student Readiness**</p> <p>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.</p> <p>District Turnaround Plan Goal</p> <p>[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.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Support students in overcoming barriers related to student attendance</p> <p>Rationale</p> <p>-----</p>	<p>[A 3.1.1] Behavioral Intervention</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action</p>	<p>Markell Vaughn, Chelsee Rankins, Vachenzia</p>	<p>05/30/2025</p>		

<p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Implement targeted interventions, initiatives and support programs that address the complexities of the issues regarding chronic absenteeism and behavioral needs for all students and staff.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.?*</p> <p>School leaders will collaborate with school guidance counselor and Family and Engagement specialist to communicate with families in order to understand barriers to attendance.</p> <p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents..</p> <p>Monitor 20 day reports to identify students at risk of high chronic absenteeism</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance.</p> <p>Monitor students and every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB</p>	<p>step.*</p> <p>Implement an RTI2 behavior prevention and intervention plans with fidelity that provides supports to students in order to prevent suspensions which lead to loss of learning time.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>RTI-B meetings with meeting sign-in, agenda, and minutes</p> <p>Admin meeting including behavioral specialists Vaughn and Rankins</p> <p>Positive behavioral incentives</p> <p>Restorative circles</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Student suspension rates will decrease from 15% to 5% or below by Spring 2024.</p> <p>Bi-weekly data tracker updated to reflect 20 day attendance reports and suspension rates</p> <p>Weekly admin meeting including behavioral specialists Vaughn and Rankins</p> <p>Attendance reports pulled and monitored every 20 days</p> <p>Quarterly incentives for students with strong</p>	<p>Mcgraw-McKinney</p>			
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<p>programs).</p> <p>Monitor staff absenteeism every 20 days to determine effectiveness staff incentives</p> <p>NBA (Never Been Absent) club and other incentives for attendance</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Student chronic absenteeism rates will decrease from 8.8% to 4% by Spring 2024.</p> <p>Bi-weekly data tracker updated to reflect 20 day attendance reports and suspension rates</p> <p>Attendance reports monitored every 20 days</p> <p>Quarterly incentives for students with strong attendance</p> <p>Weekly collaboration between admin team with Family and Engagement specialist, guidance counselors, and behavioral specialists to analyze and discuss attendance data</p> <p>###</p> <p>###</p>	<p>attendance</p> <p>Weekly collaboration between admin team with Family and Engagement specialist, guidance counselors, and behavioral specialists to analyze and discuss attendance data</p> <p>Weekly restorative circles</p> <p>Monthly RTI-B meetings</p>				
<p>[S 3.2] Implement targeted programming, strategies, and interventions to support student mental health including trauma informed practice, restorative practices, school counseling, and mental health programming</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the</p>	<p>[A 3.2.1] School-wide Training</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>School staff will be trained by the S.E.E.D. (Student Equity Enrollment and Discipline) Department on</p>	Brian Hayes	05/30/2025		

<p>strategy/intervention.*</p> <p>Provide ongoing, high quality professional development for school leaders and other staff that focuses on classroom/behavior management and social emotional learning to improve student behavior and attendance. Support teachers and staff in utilizing trauma-informed and restorative practices.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <ul style="list-style-type: none"> * 20-Day Attendance Reports * Supports provided by guidance counselor, behavioral specialists, and admin. for families and students facing barriers to attendance * Collaboration with S.E.E.D office to discuss solutions * Monitor the number of student referrals to the reset room and admin. * Monitor behavior plans to determine the implementation and effectiveness of the strategies and resources shared during PD * Parent teacher conference logs * PD agenda and sign in sheets <p>Effectiveness</p>	<p>uniform processes to monitor student attendance and intervene immediately once students reach less than a 92% attendance rate. This will provide teachers, school counselors, and staff professional development to address student discipline, attendance, and chronic absenteeism quarterly.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Training sign-in, agenda, survey</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Behavior plans monitored and adjusted 1x per semester</p> <p>Attendance reports monitored every 20 days</p> <p>Monthly collaborative meeting with S.E.E.D office</p> <p>Quarterly monitoring of student referrals</p> <p>Weekly parent communication logs</p> <p>Parent teacher conference logs 1x/semester</p> <p>Quarterly PD agenda and sign in sheet</p>				
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<p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Behavior plans monitored and adjusted 1x per semester</p> <p>Attendance reports monitored every 20 days</p> <p>Monthly collaborative meeting with S.E.E.D office</p> <p>Quarterly monitoring of student referrals</p> <p>Weekly parent communication logs</p> <p>Parent teacher conference logs 1x/semester</p> <p>Quarterly PD agenda and sign in sheet</p>					
<p>[S 3.3] Engage students, families, and communities to support students in overcoming barriers to learning</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Promote effective parent, family, and community engagement activities that support safe schools which will improve student attendance and behavior.</p> <p>Implement targeted interventions, initiatives, and support programs that address the complexities of the issues regarding chronic absenteeism and behavioral needs for all students and staff.</p> <p>By holding events and incentivizing families to attend, this will help decrease our chronic absenteeism rates because our students and their families will be given more support in overcoming</p>	<p>[A 3.3.1] Parent University: Math, Science, and Literacy Nights</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Lead teachers, PLC Coach, Instructional Coaches, and hire 1FTE: Family Engagement Specialists to facilitate content specific nights to provide parents academic resources (family engagement grade-level math & ELA packs), homework strategies, and state standard review. Parents will review practice problems, lesson plans, and homework assignments students are expected to complete. Parents unable to attend in-person may also be mailed resources if needed. Upon attending, students and their families will receive resources to support their learning, such as books, flashcards, perfect attendance awards (certificates, medals, pencils, trophies, etc.), and calculators.</p>	<p>ILT & Lisa Chalmers, PLC Coach</p>	<p>05/30/2025</p>	<p>Title I</p> <p>SSIG 1 & 2</p> <p>TAG 4</p>	

<p>barriers to attendance and learning. When student attendance increases, student achievement in ELA and Math will increase as a result of increased instructional time.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>Last year, chronic absenteeism decreased slightly, showing that these strategies worked but will need to be implemented with full fidelity during 2024-25 SY to improve student outcomes.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>Bi-weekly Attendance Tracker to reflect 20-day attendance</p> <p>PowerBI discipline report will be monitored every 20 days</p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p>	<p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Quarterly parent contact logs</p> <p>Quarterly Parent Surveys</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>75% of parents attend at least one parent family engagement event/night AND Annual Title I Meeting, which will result in school-wide attendance being at 95% or above (Quarterly)</p> <p>75% of parents complete Parent Needs survey to help the school know how to help alleviate barriers to learning and attendance and to help the school with incentive ideas to improve school-wide attendance being at 95% or above. (Quarterly)</p> <p>Lakeshore learning materials to incentivize student attendance and to support student learning both at home and in school in order to help alleviate barriers to attendance:</p> <p>Tag Grant</p> <p>Staffing: Salaries and Benefits</p> <p>* 1 x Family Engagement Specialist Base Salary = \$37,403.00 + 201 - Social Security = \$2,319.00</p>				
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<p>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 regular family events.</p> <p>Conduct a semi-annual adopter survey to monitor their impact on students' success by way of their contributions of resources and time.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>School-wide attendance will be at 95% or above as monitored in PowerSchool and on our 20 day report.</p> <p>Suspension rates will decrease by 5% every 20 days as monitored in PowerSchool and on our 20 day report.</p> <p>Resources/supports will be provided to parents based on feedback at least 50% of the time, which will lead to a decrease in suspension rates by 5% every 20 days as monitored in PowerSchool and on our 20 day report.</p>	<p>+ 204 - Retirement = \$2,244.00 + 207 - Medical = \$8,801.00 + 210 - Unemployment = \$200.00 + 212 - Medicare = \$532.34 + 206 - Life = \$237.14 *Instructional Facilitator Salary + Benefits Subtotal = \$51,736.48*</p> <p>Total Expenditures: \$51,736.48</p>				
<p>[G 4] Early Literacy: 50% of students in Grades K-2 will show mastery of Foundational Skills on 2025 Mastery Connect. **Effective Instruction Best for All Strategic Plan alignment: Academics**</p> <p>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.</p> <p>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.</p>					

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Support implementation of high-quality instructional materials</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>K-2 students must be prepared to continue onto the next grade level or else they risk falling behind. This requires that all educators have a deep understanding of the science of reading and how it correlates to the building of foundational skills.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>This is a new strategy.</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of Laureates knowledge building as measured by the pre- and post-module assessments to measure the increase</p>	<p>[A 4.1.1] Aligned Assessments</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Ensure all K-2 teachers are provided with professional development opportunities to ensure that assessments are aligned and accurately measure student understanding of foundational skills standards. Teachers will also receive PD on how to navigate assessment tools, such as iReady and MasteryConnect.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>iReady</p> <p>MasteryConnect</p> <p>Teacher-made assessments</p> <p>Bi-weekly Data tracker</p> <p>Observations</p> <p>Collaborative Planning session meeting agenda, sign-in sheets, and minutes</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student</p>	Jihan Sanders	05/23/2025	Title I	

<p>content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; 4x/year Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <ul style="list-style-type: none"> * 4x/year observations conducted by instructional leadership team of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities; * Weekly ILD Coaching Support Calendar * Bi-weekly classroom walkthrough data reports * Weekly Collaborative Planning Session agenda and sign in * 4x/year Professional Development agenda and sign in * Biweekly ILT meeting with K-2 laureate present <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> * Student OTM in grades K-2 ELA will increase from 15.8% to 25% from Fall 2023 to Spring 2024. * 4x/year observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities; * Weekly ILD Coaching Support Calendar * Bi-weekly classroom walkthrough data reports 	<p>achievement.*</p> <ul style="list-style-type: none"> * Student OTM in grades K-2 ELA will increase from 15.8% to 25% from Fall 2023 to Spring 2024. * QUARTERLY observations of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; MONTHLY attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities; * Weekly ILD Coaching Support Calendar * Bi-weekly classroom walkthrough data reports * Weekly Collaborative Planning Session agenda and sign in * Quarterly Professional Development agenda and sign in * Biweekly ILT meeting with K-2 laureate present 				
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<p>* Weekly Collaborative Planning Session agenda and sign in</p> <p>* 4x/year Professional Development agenda and sign in</p> <p>* Biweekly ILT meeting with K-2 laureate present</p>					
<p>[S 4.2] Support implementation of standards aligned curricula</p> <p>Rationale</p> <p>-----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Toni Key (KK ELA) will serve as Laureate for K-2 students to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Supporting Data</p> <p>-----</p> <p>*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.*</p> <p>This is a new strategy</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.??*</p> <p>Daily classroom observations using the districts Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional</p>	<p>[A 4.2.1] Modeling of Curriculum Alignment</p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Laurate, along with ILT, will model what foundational skills lessons that are aligned to the curriculum. As a result, teachers will be able to implement the aligned SCS curriculum maps and pacing guides for K-2 which will assure seamless articulation and spiraling from one grade level to the next, ensuring that students have been appropriately exposed to skills and standards that will allow them to achieve at increasingly higher levels.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>Informal observations</p> <p>Practice Perfect</p> <p>Formative Assessments (iReady, MC)</p> <p>PLC Guide feedback</p> <p>Collaborative Planning sessions with sign-in sheets</p> <p>Bi-weekly data tracker</p> <p>Effectiveness</p> <p>-----</p>	Toni Key, ILT	05/30/2025		

<p>development support.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) and Zoho for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Zone meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs.</p> <p>Quarterly district-level PD sessions for volunteers and parents to learn effective strategies to help students reach the district's ELA goal.</p> <p>New teacher professional learning supports are offered at various times throughout each semester for new hires. Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire.</p> <p>Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.</p>	<p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>Weekly informal observations</p> <p>Monthly Practice Perfect sessions for colleagues to model best practices and receive frequent feedback</p> <p>Bi-weekly data tracker updated frequently to reflect formative assessment data such as iReady and MasteryConnect</p> <p>Weekly PLC Guide and lesson plan feedback</p> <p>Weekly collaborative planning sessions</p>				
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<p>Effectiveness</p> <p>-----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Student OTM in grades K-2 ELA will increase from 15.8% to 25% from Fall 2023 to Spring 2024.</p> <p>Progress monitoring will occur every 20-day period by the school instructional leadership team including content leads and administration in order to evaluate academic achievement (80% or better) and student growth by grade and content.</p> <p>Bi-weekly data tracker updated frequently to reflect latest student data</p> <p>Quarterly content teachers will analyze student performance on the District's common formative assessment in PLC's to examine students' achievement defined by on-track/mastery (80% or better) and growth.</p> <p>Bi-weekly ILT meetings</p> <p>Weekly classroom observations</p>					
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