

[G 1] AWMS will increase the number of students on-track & mastery in ELA on TCAP from 62 (SY23-24) to 82 (SY24-25).

Effective Instruction | Best for All Strategic Plan alignment: Academics

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

District Turnaround Plan Goal

[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Analyze student data to inform instructional decisions to accelerate learning Rationale ----- Data driven instruction is an educational approach assessing students during a lesson, and letting the data that is collected become the guide for teaching and learning in the classroom. Utilizing a variety of formative assessments and checks for understanding specifically designed to monitor student learning will give students immediate feedback, while garnering information on class-wide trends in misconceptions that can be cleared up in real time. Transformational learning happens when teachers not only use data in their planning but also actively collect data during class and use those learning results to inform their instruction.</p>	<p>[A 1.1.1] Utilize Data to Improve Student Achievement - Daily Instruction Description ----- Teachers will plan and deliver engaging learning experiences utilizing My Perspectives, technology & various online platforms, such as IXL, iReady, Nearpod, etc., that strategically build reading fluency, comprehension, critical thinking, and writing skills. Teachers will examine daily Exit Ticket data and weekly common assessment data to determine students' instructional needs, making shifts in instructional practices earlier and/or in real-time. Small group instruction will also be utilized weekly to address students' deficit areas. Living word walls that include the English word, Spanish equivalent, and a picture will be utilized to assist with language development of our non-English speaking ESL students. Additional supplemental resources, such as Mastery Item Bank Supplemental & Measuring Up workbooks, will be utilized to support & assess the building of</p>	<p>Rochelle Sanders</p>	<p>05/23/2025</p>	<p>SSIG 2</p>	

<p>Supporting Data -----</p> <p>*New Strategy*</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Weekly lesson plans w/Exit Ticket Analysis, Blended Learning and/or Small Group Instruction included * Weekly Informal Walkthrough Scoring and Debriefing Form * Bi-Weekly Data PLC Meeting Agenda & Minutes * Percent of students on CFA OTM rates in ELA <p>Effectiveness -----</p> <p>Weekly teacher lesson plans should show at least 95% of teachers implementing the above academic activities *(Exit Ticket Analysis, Blended Learning and/or Small Group Instruction)*</p> <p>Teachers are observed Weekly implementing the above academic activities 100% of the daily classroom time.</p> <p>As a result of the implementation:</p> <p>Students should perform at or above 70% on tri-weekly common assessments on core instructional standards</p> <p>Student failure rates should be 10% or less per quarter in ELA classes.</p> <p>The overall Common Formative Assessment OTM</p>	<p>student capacity around mastery of instructional standards to improve student growth and achievement.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly PLC collaborative planning minutes, sign-in sheets, and lesson plans including Exit ticket analysis, utilization of IXL and/or supplemental materials. * Weekly informal observation feedback form * Monthly IXL usage reports. * Bi-Weekly LASW/Data PLC meetings agendas & sign-in sheets * Assessments/quizzes created utilizing the Mastery Connect Item Bank & Supplemental Item Bank * Weekly lesson plan checks w/feedback form <p>Effectiveness -----</p> <p>ELA School-wide Common Assessments – Students should perform at or above 70% on bi-weekly common assessments on core instructional standards.</p> <p>ELA Formative Assessments - Students should perform at or above 70% on formative assessments (Fall, Winter, Spring) which align with core instructional standards for the specific quarter. In addition, individual teachers' failure rates should be at 10% or less per quarter.</p>				
--	--	--	--	--	--

<p>in ELA will increase by 5% or higher each assessment (Fall 2024, Winter 2024, Spring 2025).</p>					
	<p>[A 1.1.2] Conduct Informal Observations/Drop-Ins Description -----</p> <p>The ELA Admin Lead, Content Lead, and the District Level Coaches all participate in weekly and/or bi-weekly informal observation/drop-ins into ELA classrooms utilizing the district's Instructional Walk-Through Form to ensure the delivery of lessons are being done effectively, differentiation is occurring, instructional shifts based on various data points are being made in real time, and the ELA curriculum is being implemented with integrity and fidelity. Debriefing occurs immediately after to identify strengths, weaknesses, and trends. Findings are then shared electronically with teachers and are discussed during weekly PLCs. Instructional adjustments are made as required, needed, or suggested and follow-up with visited teachers occur with each proceeding drop-in*.*</p> <p>Implementation -----</p> <p>* Weekly/Bi-Weekly classroom observations using the district's Walkthrough Form and Debriefing Document 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. * Weekly teacher follow-up after each informal observation/walk-thru * Bi-Weekly PLCs to analyze student data from bi-weekly common assessments and LASW in order to make instructional adjustments as required, needed, or suggested.</p>	<p>Rochelle Sanders</p>	<p>05/23/2025</p>		

	<p>Effectiveness -----</p> <p>ELA District Formative Assessments - Students should perform at or above 70% on District formative assessments (Fall, Winter, Spring) which align with core instructional standards for the specific quarter. In addition, individual teachers' failure rates should be at 10% or less per quarter.</p>				
	<p>[A 1.1.3] Support Rich Learning Environments for Students Description -----</p> <p>Resources, materials, equipment, and instructional tools such as student headphones, small group center table and chairs will be used during intervention supports (TIER II and III) by allowing teachers to post content information for individual and small group assignments students can use as a quick reference guide, students' participation in small group/collaborative tasks & assignments, and to allow access to instruction for all students through differentiation and/or scaffolding.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Bi-Weekly ELA Common Assessments * Weekly lesson plan review for alignment with classroom observations * Weekly classroom observations (informal) * Bi-Weekly classroom walkthrough reports * Weekly collaborative planning sessions (agendas, sign-in sheets, & minutes) <p>Effectiveness</p>	<p>Rochelle Sanders, PLC Coach</p>	<p>05/23/2025</p>	<p>SSIG 2</p>	

	<p>-----</p> <p>Increase quarterly ELA Common Formative Assessment on-track & mastery by 5%.</p>				
	<p>[A 1.1.4] Support Student Achievement through Parental Involvement</p> <p>Description</p> <p>-----</p> <p>Secure supplies, materials, furniture, equipment, and various supports to engage parents in various trainings, workshops and activities to increase parents' knowledge in support of their scholar's learning.</p> <p>Implementation</p> <p>-----</p> <p>* Flyers/Agendas of Various Events * RSVP lists from QR codes * *Parent Sign-In sheets*</p> <p>Effectiveness</p> <p>-----</p> <p>Increase quarterly ELA Common Formative Assessment on-track & mastery by 5%.</p>	Rochelle Sanders & LaSonya Newsom	05/23/2025		
<p>[S 1.2] Provide support to ensure that an effective instructional model is implemented</p> <p>Rationale</p> <p>-----</p> <p>Teachers working in CSI schools often need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional</p>	<p>[A 1.2.1] Provide School-Based Professional Development & Support</p> <p>Description</p> <p>-----</p> <p>The PLC Coach, Instructional Facilitator, Content Lead, and/or Instructional Support Advisors will provide ongoing, research based professional development throughout the year for teachers and staff through various activities including the direct teaching model, modeling effective instructional practices, utilizing data to inform instructional</p>	Rochelle Sanders	05/23/2025	TAG 4.0	

<p>and academic needs and interest of students in mind. Priority school teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work & assessment data, and employing strategies that cognitively engage students in the work. We will provide training, tools, direct supports, coaching, and partner with proven effective vendors to provide training and support that will impact student outcomes.</p> <p>Supporting Data -----</p> <p>AWMS observed an overall decrease in percentage points of students performing “On Track/Mastered” (OTM) in ELA of -1.3% from the Spring 2023 benchmark assessment to Spring 2024 benchmark assessment.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Weekly Informal observations and feedback * Bi-Weekly Informal Walkthrough Form and Debriefing Document data meetings * Weekly PLC agendas, minutes, and sign-in * Weekly Collaborative Planning sign-in * Mastery Connect OTM scores in ELA <p>Effectiveness -----</p> <p>With instructional coaching, the percentage of observed lessons meeting the expectations of the District mandated instructional framework will be 80% by end of Quarter 1, 90% by end of Quarter 2, and 100% by end of Quarter 3. The overall</p>	<p>decisions, effective strategies for ESL students across contents, assessment techniques, implementing blended learning stations, intervention strategies, differentiated instruction (low performing, SPED, & ESL), and utilizing technology in daily instruction.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly PLC meetings agendas & sign-in sheets * Monthly PD agendas & sign-in sheets * PLZ Transcripts <p>Effectiveness -----</p> <p>The percentage of observed lessons meeting the expectations of the District mandated instructional practices will be 70% by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3. The overall Common Formative Assessment OTM in ELA will increase by 5% or higher each assessment (Fall 2024, Winter 2024, Spring 2025).</p>				
---	---	--	--	--	--

<p>Common Formative Assessment OTM in ELA will increase by 5% or higher each assessment (Fall 2024, Winter 2024, Spring 2025).</p>					
	<p>[A 1.2.2] Continue Weekly Collaborative Planning & PLC's</p> <p>Description -----</p> <p>The PLC Coach and the Instructional Support Advisors will participate in collaborative planning sessions and PLC meetings to assist teachers in delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly schedule of coaching support * Weekly Collaborative planning and/or PLC agendas and sign-in * LASW & Mastery Connect Data after benchmarks * Learning Walks/Informal classroom observation data recorded in District Walkthrough platform <p>Effectiveness -----</p> <p>With instructional coaching, the percentage of observed lessons meeting the expectations of the District mandated instructional practices will be 70% by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3.</p>	<p>Rochelle Sanders</p>	<p>05/23/2025</p>		

	<p>[A 1.2.3] Attend Local, State, and National Conferences</p> <p>Description -----</p> <p>American Way Middle School staff will attend in-state and/or out-of-state professional development sessions and educational conferences, e.g. **ASCD Leadership Summit ** (October 18-20, 2024), to gather information that improves and cultivates instructional practices that lead to higher student achievement and build teacher capacity to meet our ELA and Math goals. Attending staff will train ELA and Math faculty, best practices will be shared during content PLC's, and deliberate practice will occur during collaborative planning sessions.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Staff training PLC's occurring within one week of return (agendas, sign-sheets, & minutes) * Weekly Collaborative planning (agendas, sign-in sheets, minutes) * Weekly classroom observations using the Classroom Informal Walkthrough Form and Debriefing Document <p>Effectiveness -----</p> <p>Increase quarterly ELA Common Formative Assessments on-track and mastery by 5%.</p> <p>70% of observed instructional practices meet</p>	Rochelle Sanders	05/23/2025	TAG 4.0	
--	--	------------------	------------	---------	--

	expectations by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3.				
	<p>[A 1.2.4] Hire Bilingual Cultural Mentor</p> <p>Description -----</p> <p>The Bilingual Cultural Mentor will serve as liaison between District staff and students and parents whose primary spoken language is one other than English. The position is responsible for providing academic assistance to students in the English as a Second Language (ESL) program; interpreting for students, parents and teachers, and performing other duties as assigned.</p> <p>Implementation -----</p> <p>Weekly Informal Walkthrough Forms Weekly PLC Meetings Agendas, Minutes & Sign In Sheets Parental Contact Logs</p> <p>Effectiveness -----</p> <p>Common Formative Assessment OTM for EL students in ELA will increase by 5% or higher each assessment (Fall 2024, Winter 2024, Spring 2025). Annual ELPA scores will increase by 10% or more higher than previous year.</p>	Larissa Jackson	05/23/2025	SSIG 2.0	
<p>[S 1.3] Provide additional support for students who are failing to make academic progress</p> <p>Rationale -----</p> <p>There is still a large number of students needing</p>	<p>[A 1.3.1] Required Intervention Classes</p> <p>Description -----</p> <p>Every student identified as Tier 2 or Tier 3 will have an academic intervention class daily. Students who</p>	Tanja Owens	05/23/2025		

<p>intervention in AWMS and ELA teachers continue to need additional support and training to ensure the RTI intervention block and teacher-facing instruction is done with fidelity. Teachers also need continued assistance with accurately analyzing student data in order to prescribe aligned instruction that meet the needs of individual students.</p> <p>Supporting Data -----</p> <p>AWMS observed an decrease in percentage points of students performing “Below” in ELA Mastery Connect assessments from 49.8% Spring 2023 to 38.4% Spring 2024 assessment.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Bi-Weekly student work analysis during PLC for root causes, misconceptions, and action steps * Bi-Monthly implementation checks * Monthly progress monitoring data reports with a focus on deficit areas * Monthly data team meetings agendas and sign in sheets * Quarterly RTI differentiated training PD sessions and sign in sheets <p>Effectiveness -----</p> <p>The number of Tier III students requiring benchmark assessing will decrease 15% by decreasing 7.5% from the fall 2024 to winter 2024</p>	<p>have been identified as Tier 2 and Tier 3 will be scheduled for RTI2 (Response to Intervention). Two RTI Interventionists have been added to the staff. Administrators with experience with RTI2 have been assigned to monitor the effective implementation and ensure teachers, students, and parents understand the growth opportunities found in the purpose of RTI2 that will increase student growth and proficiency based on skill set, intervention and instruction. Student work data analysis will occur bi-weekly in ELA PLC meeting with grade level ELA, ESL, & SPED teachers.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Data Team Meeting agendas and sign-in * Bi-Weekly Fidelity check notes/records * Bi-Weekly student work data analysis PLC meetings * Monthly checks of edPlan * Informal Walkthroughs <p>Effectiveness -----</p> <p>The number of Tier II & Tier III students requiring intervention will decrease 15% by decreasing 7.5% from the fall 2024 to winter 2024 assessment period and an additional 7.5% from winter 2024 to the spring 2025 assessment.</p>				
--	--	--	--	--	--

assessment period and an additional 7.5% from the winter 2024 to the spring 2025 assessment.					
	<p>[A 1.3.2] RTI Literacy Interventionist Description -----</p> <p>The RTI Literacy Interventionist provides support to the instructional program with specific responsibility for assisting in the assessment of at-risk students' needs for Response to Intervention (RTI) services; implementing the RTI program strategies; monitoring and reporting student performance; and providing information to appropriate school personnel.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly Data Team Meetings agenda & sign-in sheets * Monthly Progress monitoring data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * The number of Tier II & Tier III students requiring intervention will decrease 15% by decreasing 7.5% from the fall 2024 to winter 2024 assessment period and an additional 7.5% from winter 2024 to the spring 2025 assessment. * RTI students will increase their instructional level 1 step or more each month. 	Hiawatha Renfroe	05/23/2025		

[G 2] AWMS will increase the number of students in Math on-track & mastery on TCAP from 43 (SY23-24) to 63 (SY24-25).

Effective Instruction | Best for All Strategic Plan alignment: Academics

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student

achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 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
<p>[S 2.1] Analyze student data to inform instructional decisions to accelerate learning Rationale -----</p> <p>Data driven instruction is an educational approach assessing students during a lesson, and letting the data that is collected become the guide for teaching and learning in the classroom. Utilizing a variety of formative assessments and checks for understanding specifically designed to monitor student learning will give students immediate feedback, while garnering information on class-wide trends in misconceptions that can be cleared up in real time. Transformational learning happens when teachers not only use data in their planning but also actively collect data during class and use those learning results to inform their instruction.</p> <p>Supporting Data -----</p> <p>New strategy</p> <p>Benchmark Indicator Implementation -----</p>	<p>[A 2.1.1] Utilize Data to Improve Student Achievement - Daily Instruction Description -----</p> <p>Teachers will plan and deliver engaging learning experiences utilizing technology & various online platforms, such as iReady, IXL, Khan Academy, Nearpod, etc., that strategically build conceptual understanding, mathematical fluency, & problem solving skills. Teachers will examine daily Exit Ticket data and weekly common assessment data to determine students' instructional needs, making shifts in instructional practices earlier and/or in real-time. Small group instruction will also be utilized weekly to address students' deficit areas. Living word walls that include the English word, Spanish equivalent, and a picture will also be utilized to assist with language development of our non-English speaking ESL students. Additional supplemental resources, such as Mastery Item Bank Supplemental, will be utilized to support & assess the building of student capacity around mastery of instructional standards to improve student growth and achievement.</p> <p>Implementation -----</p>	<p>Carmen Heidelberg</p>	<p>05/23/2025</p>		

<ul style="list-style-type: none"> * Weekly lesson plans w/Exit Ticket Analysis included * Bi-Weekly Data PLC Meeting Agenda & Minutes * Weekly Informal Walkthroughs * Weekly use of blended learning and/or small group instruction based on data * Monthly IXL usage reports * Percent of students Common Formative Assessment OTM rates in Math <p>Effectiveness -----</p> <p>Students should perform at or above 70% on bi-weekly common assessments on core instructional standards.</p> <p>Student failure rates should be at 10% or less per quarter in math classes.</p> <p>The overall Common Formative Assessment OTM in Math will increase by 5% or higher each assessment (Fall 2024, Winter 2024, Spring 2025).</p>	<ul style="list-style-type: none"> * Weekly PLC collaborative planning minutes, sign-in sheets, and lesson plans including Exit ticket analysis, utilization of IXL, iReady, Mastery Item Bank Supplemental, and/or supplemental materials. * Monthly IXL, iReady, &/or Mastery Item Bank Supplemental usage reports. * Assessments/quizzes created utilizing the Mastery Supplemental Item Bank * Weekly lesson plan checks w/feedback form * Bi-Weekly LASW/Data PLC meetings agendas & sign-in sheets * Informal observation feedback form <p>Effectiveness -----</p> <p>Math School-wide Common Assessments – Students should perform at or above 70% on weekly common assessments on core instructional standards.</p> <p>Math District Formative Assessments - Students should perform at or above 70% on District formative assessments (Fall, Winter, Spring) which align with core instructional standards for the specific quarter. In addition, individual teachers' failure rates should be at 10% or less per quarter.</p>				
	<p>[A 2.1.2] Conduct Informal Observations/Drop-Ins Description -----</p> <p>The Math Admin Lead, Content Lead, and the District Level Coaches all participate in weekly and/or bi-weekly informal observations/drop-ins into Math classrooms utilizing the district's Instructional Walk-Through Form to ensure delivery of lessons are being done effectively and the Math curriculum is being implemented with integrity and</p>	Carmen Heidelberg	05/23/2025		

	<p>fidelity. Debriefing occurs immediately after to identify strengths, weaknesses, and trends. Findings are shared electronically with teachers and are discussed during weekly PLC's. Instructional adjustments are made as required, needed, or suggested and follow-up with visited teachers occur within 2 weeks.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly/Bi-Weekly classroom observations using the district's Instructional Walkthrough Form and Debriefing Document 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. * Weekly teacher follow-up after each informal observation/walk-thru * Bi-Weekly PLCs to analyze student data from bi-weekly common assessments and LASW in order to make instructional adjustments as required, needed, or suggested. <p>Effectiveness -----</p> <p>The percentage of observed lessons meeting the expectations of the District mandated instructional practices will be 70% by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3. The overall Common Formative Assessment OTM in Math will increase by 5% or higher each assessment (Fall 2024, Winter 2024, Spring 2025).</p>				
	<p>[A 2.1.3] Support Rich Learning Environments for Students</p>	<p>Carmen Heidelberg,</p>	<p>03/03/2025</p>	<p>SSIG 2</p>	

	<p>Description -----</p> <p>Resources and instructional tools will be used during instructional and intervention supports by allowing teachers to post content information for individual and small group assignments that students can use as a quick reference guide. Instructional supports can include student laptops & iPads w/accessories, interactive boards, charging carts, classroom printers, math and literacy manipulatives and classroom academic tools.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Math Common Assessments (Bi-Weekly) * Math Common Formative Assessments (Quarterly) * Weekly Math lesson plan reviews w/feedback * Weekly Math collaborative planning sessions w/ agenda & minutes * Weekly Math classroom observations * Quarterly progress reports & report cards <p>Effectiveness -----</p> <p>Increase quarterly Math Common Formative Assessments on-track and mastery by 5%.</p>	Assistant Principal			
	<p>[A 2.1.4] Support Student Achievement through Parental Involvement</p> <p>Description -----</p> <p>Secure supplies, materials, furniture, equipment, and various supports to engage parents in various trainings, workshops and activities to increase parents' knowledge in support of their scholar's learning.</p>	Carmen Heidelberg & LaSonya Newsom	05/23/2025		

	<p>Implementation -----</p> <ul style="list-style-type: none"> * Flyers/Agendas of Various Events * RSVP lists from QR codes * *Parent Sign-In sheets* <p>Effectiveness -----</p> <p>Increase quarterly Math Common Formative Assessment on-track & mastery by 5%.</p>				
<p>[S 2.2] Provide support to ensure that an effective instructional model is implemented Rationale -----</p> <p>Teachers working in CSI schools often need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Priority school teachers need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, utilizing student data to drive instructional decisions, and employing strategies that cognitively engage students in the work. We will provide training, tools, direct supports, coaching, and partner with proven effective vendors to provide training and support that will impact student outcomes.</p>	<p>[A 2.2.1] Provide School-Based Professional Development & Support Description -----</p> <p>The Math Admin Lead, PLC Coach, Instructional Facilitator, Content Lead, and/or Instructional Support Advisors will provide ongoing, research based professional development throughout the year for teachers and staff through various activities including the direct teaching model, modeling effective instructional practices, assessment techniques, utilizing student data to drive instructional decisions, implementing blended learning stations, intervention strategies, differentiated instruction, and utilizing technology in daily instruction.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly PLC meetings agendas & sign-in sheets * Monthly PD agendas & sign-in sheets 	<p>Carmen Heidelberg</p>	<p>05/23/2025</p>		

<p>Supporting Data -----</p> <p>AWMS observed an overall decrease in percentage points of students performing “On Track/Mastered” (OTM) in Math of -4.4% from the Spring 2023 to Spring 2024 assessment.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Weekly Informal observations and feedback * Bi-Weekly Informal Walkthrough Form and Debriefing Document data meetings * Weekly PLC agendas, minutes, and sign-in * Weekly Collaborative Planning sign-in * Quarterly Common Formative Assessment OTM scores in Math <p>Effectiveness -----</p> <p>With instructional coaching, the percentage of observed lessons meeting the expectations of the District mandated instructional framework will be 70% by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3. The overall Common Formative Assessment OTM in Math will increase from 8.7% in Spring 2024 to 18.7% or higher in Spring in 2025 by increasing OTM rates by 3% or higher each assessment (Fall 2024, Winter 2024, Spring 2025).</p>	<p>* PLZ Transcripts</p> <p>Effectiveness -----</p> <p>The percentage of observed lessons meeting the expectations of the District mandated instructional practices will be 70% by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3. The overall Common Formative Assessment OTM in Math will increase from 8.7% in Spring 2024 to 18.7% or higher in Spring in 2025 by increasing OTM rates by 3% or higher each assessment (Fall 2024, Winter 2024, Spring 2025)*.*</p>				
	<p>[A 2.2.2] Conduct Weekly Collaborative Planning & PLC's Description -----</p> <p>The Math Admin Lead and the Instructional</p>	Carmen Heidelberg	05/23/2025		

	<p>Support Advisors will participate in collaborative planning sessions and PLC meetings to assist teachers in delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly schedule of coaching support * Weekly Collaborative planning and/or PLC agendas and sign-in * Quarterly Common Formative Assessment Data * Learning Walks/Informal classroom observation data recorded in District Walkthrough platform <p>Effectiveness -----</p> <p>With instructional coaching, the percentage of observed lessons meeting the expectations of the District mandated instructional practices will be 70% by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3.</p>				
	<p>[A 2.2.3] Attend Local, State, and National Conferences Description -----</p> <p>American Way Middle School staff will attend in-state and/or out-of-state professional development sessions and educational conferences, e.g. **ASCD Leadership Summit ** (October 18 - 20, 2024) & **NTCM National Conference ** (February 5-7, 2025) to gather</p>	<p>Carmen Heidelberg & Rochelle Sanders</p>	<p>05/23/2025</p>	<p>TAG 4.0</p>	

	<p>information that improves and cultivates instructional practices that lead to higher student achievement and build teacher capacity to meet our ELA and Math goals. Attending staff will train ELA and Math faculty, best practices will be shared during content PLC's, and deliberate practice will occur during collaborative planning sessions.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Staff training PLC's occurring within one week of return (agendas, sign-sheets, & minutes) * Weekly collaborative planning (agendas, sign-in sheets, minutes) * Weekly classroom observations using the Classroom Informal Walkthrough Form and Debriefing Document <p>Effectiveness -----</p> <p>Increase quarterly Math Common Formative Assessments on-track and mastery by 5%.</p> <p>70% of observed instructional practices meet expectations by end of Quarter 1, 85% by end of Quarter 2, and 100% by end of Quarter 3.</p>				
<p>[S 2.3] Provide additional support for students who are failing to make academic progress Rationale -----</p> <p>There is an increased number of students needing Math intervention in AWMS. Two RTI Interventionist have been added to the staff. Two Math Computer Lab Assistants will be added as</p>	<p>[A 2.3.1] Required Academic Intervention Classes Description -----</p> <p>Every student identified as Tier 2 or Tier 3 will have an academic intervention class daily. Students who have been identified as Tier 2 and Tier 3 will be scheduled for RTI2 (Response to Intervention).</p>	Tanja Owens	05/23/2025		

<p>well. Teachers will need additional support and training to ensure students scheduled for the RTI Math intervention block, Math Labs, and teacher-facing instruction is done with fidelity. Teachers may also need help accurately analyzing student data in order to prescribe aligned instruction that meet the needs of individual students.</p> <p>Supporting Data -----</p> <p>AWMS observed an increase in percentage points of students performing “Below” in Math Mastery Connect assessments from 67.0% Fall 2023 to 72.7% Spring 2024 assessment.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Bi-Monthly implementation checks * Monthly progress monitoring data reports with a focus on deficit areas * Monthly data team meetings agendas and sign in sheets * Quarterly RTI differentiated training PD sessions and sign in sheets <p>Effectiveness -----</p> <p>The number of Tier III students requiring benchmark assessing will decrease 15% by decreasing 7.5% from the fall 2024 to winter 2024 assessment period and an additional 7.5% from the winter 2024 to the spring 2025 assessment.</p>	<p>Two RTI Interventionists have been added to the staff. Administrators with experience with RTI2 have been assigned to monitor the effective implementation and ensure teachers, students, and parents understand the growth opportunities found in the purpose of RTI2 that will increase student growth and proficiency based on skill set, intervention and instruction. Student work data analysis will occur bi-weekly in Math PLC meeting with grade level Math teachers.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Data Team Meeting agendas and sign-in * Bi-Weekly Fidelity check notes/records * Monthly checks of edPlan * Informal Walkthroughs <p>Effectiveness -----</p> <p>The number of Tier II & Tier III students requiring intervention will decrease 15% by decreasing 7.5% from the fall 2024 to winter 2024 assessment period and an additional 7.5% from winter 2024 to the spring 2025 assessment.</p>				
	<p>[A 2.3.2] RTI Math Interventionist Description -----</p>	Tanja Owens	05/23/2025	TAG 4.0	

	<p>The RTI Math Interventionist provides support to the instructional program with specific responsibility for assisting in the assessment of at-risk students' needs for Response to Intervention (RTI) services; implementing the RTI program strategies; monitoring and reporting student performance; and providing information to appropriate school personnel.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Monthly Data Team Meetings agenda & sign-in sheets * Monthly Progress monitoring data <p>Effectiveness -----</p> <ul style="list-style-type: none"> * The number of Tier II & Tier III students requiring intervention will decrease 15% by decreasing 7.5% from the fall 2024 to winter 2024 assessment period and an additional 7.5% from winter 2024 to the spring 2025 assessment. * RTI students will increase their instructional level 1 step or more each month. 				
	<p>[A 2.3.3] Hire Math Computer Lab Assistants to Staff Description -----</p> <p>Hire 2 FTE Math Computer Lab Assistants to manage and provide basic computer instruction/support for students accessing and utilizing iReady and other math online platforms, maintaining a safe and orderly learning environment, and providing basic technical assistance to students.</p>	Carmen Heidelberg	05/23/2025	SSIG	

	<p>Implementation -----</p> <p>* Bi-Weekly Student Progress Monitoring Logs * Weekly Informal Walkthroughs Effectiveness -----</p> <p>The number of Tier II & Tier III students requiring intervention will decrease by 10% per semester.</p>				
--	---	--	--	--	--

[G 3] AWMS will reduce chronic absenteeism rate from approximately 35.4% in 2024 to approximately 20% or less in 2025.
****Student Support and Services | Best for All Strategic Plan alignment: Student Readiness****

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

District Turnaround Plan Goal
[G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Support students in overcoming barriers related to student attendance Rationale -----</p> <p>Chronic absenteeism remains a challenge for Priority Schools. Students must be present in order to receive instruction. In addition, there have been some staffing changes during the past year and training is crucial to ensuring proper documentation and tracking students who may need additional services.</p>	<p>[A 3.1.1] Continue to provide Attendance Training Description -----</p> <p>Train and/or provide refreshers to school staff in August 2024 and January 2025 to identify, consistently monitor, and track at-risk students for chronic absenteeism; hold quarterly Round Table Discussions to share effective strategies to support reducing chronic absenteeism rates from 35.4% in 2024 to 20% or below in 2025.</p> <p>Implementation -----</p>	Towan Henning	05/23/2025		

<p>Supporting Data -----</p> <p>Chronic absenteeism rates for AWMS significantly increased from 20.5% in 2023 to 35.4% in 2024.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Weekly** **Attendance Reports * Quarterly PD agenda and sign in sheets * Monthly Attendance Team meeting and sign in sheets * District 20-day attendance reports <p>Effectiveness -----</p> <p>Incremental increase of 3% on 20 day reports for attendance rates leading to an overall attendance rate increase from 90.7% in 2024 to 95% or higher in 2025.</p>	<ul style="list-style-type: none"> * Weekly** **Attendance Reports * Quarterly PD agenda and sign in sheets * Monthly Attendance Team meeting and sign in sheets <p>Effectiveness -----</p> <p>* Attendance reports will be generated and reviewed weekly to track attendance and provide the appropriate intervention. Flagged students will follow the outlined process designed by the schools. Incremental increase of 3% on 20 day reports for attendance rates leading to an overall attendance rate increase from 90.7% in 2024 to 95.0% or higher in 2025.</p>				
	<p>[A 3.1.2] Monitor Student Attendance Description -----</p> <p>Teachers, Attendance GOS, and School counselors will utilize a streamlined process for monitoring student attendance and tracking at-risk (5-8% attendance rate) or chronically absent (10% attendance rate or higher) students. Monitoring will take place every 20-days to ensure students are identified early and student intervention plan developed and implemented.</p> <p>Implementation</p>	Tyandreas Butler	05/23/2025		

	<p>-----</p> <ul style="list-style-type: none"> * Daily attendance reports * 20 -day tracking documentation of at-risk students * Monthly clean-up procedure documentation <p>Effectiveness</p> <p>-----</p> <p>Chronically out of school rates will decrease from 35.4% in 2024 to 20.0% or below in 2025 by decreasing 4% or more per quarter.</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>-----</p> <p>Teachers, faculty, and staff will boost their work in building positive relationships with students and making all students feel welcomed at school. Finding ways to assist all students with developing social-emotional skills consistently is a vitally important step. By continuing the Social Emotional Learning component of our Mondays' master schedule, students learn crucial life skills, including the ability to understand themselves, develop a positive self-image, take responsibility for their actions, and forge relationships with the people around them that will result in decreased behavioral instances leading to out of school suspensions.</p> <p>Supporting Data</p> <p>-----</p> <p>Attendance rates decreased from 93.38% (SY 22-23) to 90.7 (SY 23-24).</p>	<p>[A 3.2.1] Deliver SEL Lessons every Monday morning</p> <p>Description</p> <p>-----</p> <p>Social emotional learning helps students develop the self-awareness, self-control, and interpersonal skills that are vital for growth. Teachers will deliver 45 minute lessons on SEL every Monday from 8:15 am to 9:00 am.</p> <p>Implementation</p> <p>-----</p> <ul style="list-style-type: none"> * Weekly fidelity checks for SEL lessons * Weekly collaborative planning sign in sheets * Bi-Weekly data report for Reset Room & SHAPE Program * Monthly SEL PD agenda and sign-in sheets <p>Effectiveness</p> <p>-----</p>	<p>Anthony Stone</p>	<p>05/23/2025</p>		

<p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Weekly fidelity checks for SEL mini-lessons every Monday * Weekly collaborative planning sign in sheets * Bi-Weekly data report for Reset Room & SHAPE Program * Monthly SEL PD agenda and sign-in sheets <p>Effectiveness -----</p> <p>Incremental decreases of 2% on 20 day reports for suspension rates leading to an overall suspension rate decrease from 14.1% in 2024 to 12% or less in 2025.</p>	<p>Incremental decreases of 2% on 20 day reports for suspension rates leading to an overall suspension rate decrease from 14.1% in 2024 to 12% or less in 2025.</p>				
<p>[S 3.3] Engage students, families, and communities to support students in overcoming barriers to learning Rationale -----</p> <p>Many students struggle with barriers to attendance such as transportation, transient students, homelessness, language barriers, etc. The AWMS attendance secretary, school counselors, ESL mentor, Family Engagement Specialist, and school attendance teams will work together to develop an Attendance Plan to include parent workshops, incentives, home visits, and an effective SART and SARB processes for students showing early warning signs (5-8% absenteeism rate).</p> <p>Supporting Data -----</p> <p>Chronically out of school rates decreased from</p>	<p>[A 3.3.1] Continue SART Meetings and Attendance Plans Description -----</p> <p>Flagged students will have their SART meetings conducted and attendance plans developed within 3 days of being flagged. Our ESL Mentor will assist with translation as needed for our ESL population.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Daily attendance records * SART meeting date within 3 days of student being flagged * SART meeting agenda and sign-in * Written attendance plans for student 	<p>Towan Henning & Maria Harbert</p>	<p>05/23/2025</p>		

<p>35.4% in 2024 to 20.0% in 2025.</p> <p>Benchmark Indicator Implementation -----</p> <ul style="list-style-type: none"> * Bi-Weekly school attendance report * SART and SARB meeting agendas and sign-in * Quarterly parent workshop agendas and sign-in * Bi-weekly student/parent check-ins to update Attendance Plans <p>Effectiveness -----</p> <p>Chronically out of school rates will decrease from 35.4% in 2024 to 20% or below in 2025 by decreasing 4% or more per quarter.</p>	<p>* Evidence of implementation of attendance plan action steps</p> <p>Effectiveness -----</p> <p>100% of attendance plan action steps are implemented as outlined in individual student plans with 50% implemented within one week, 75% within two weeks and 100% within three weeks with a 60% completion rate by quarter one, an 80% completion rate by quarter two, and a 90% completion rate by the end of semester one.</p>				
	<p>[A 3.3.2] Conduct Parent Meetings & Workshops Description -----</p> <p>The goal of the meetings & workshops is to help parents develop a better understanding of how chronic absence can impact a child's achievement, by identifying who is affected by poor attendance early on, by learning how attendance affects a child's ability to read at grade level, and enabling parents to explore strategies for ensuring or improving a child's attendance. Meetings and/or workshops may be held during the school day, as well as after school. Our Family Engagement Specialist & School Counselors will assist with planning and/or leading various meetings and workshops, and our ESL Mentor will assist with translation for our ESL population and/or leading various meetings/workshops as well.</p>	<p>LaSonya Newsom, Lillie Pinkston, Marquis Healey, Sonja Thomas, & Maria Harbert</p>	<p>05/23/2025</p>		

	<p>Implementation -----</p> <p>Workshop and/or meetings agendas & sign-in sheets</p> <p>Effectiveness -----</p> <p>Targeted student's Chronic Absenteeism rate will not increase to exceed 10%.</p>				
	<p>[A 3.3.3] Add Attendance Specialist Description -----</p> <p>The Attendance Specialist monitors school attendance and works with school administrators, students, parents, and the school support team with a focus on keeping students in school, improving student and school attendance rates and educating staff and families. The position will work closely with teachers to ensure attendance is appropriately taken and reported to the office. The position will also be responsible for calling parents after students have 2 consecutive absences.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Weekly parental contact logs * 20 day attendance reports * Quarterly meeting agendas, minutes, & sign-in sheets 	<p>Towan Henning</p>	<p>05/23/2025</p>		

	<p>Effectiveness -----</p> <p>Chronic absenteeism will decrease quarterly by 3% or higher during the 2024-25 school year.</p>				
--	---	--	--	--	--