

**[G 1] Increase the recruitment and hiring of highly qualified certified or permit teachers from last year's rate of 50% to 75%, while increasing the retention rate from 66% to 80% by the end of the 2024-2025 school year.**

**\*\*Strong Leadership | Best for All Strategic Plan alignment: Educators\*\***

Strong committed leaders and teachers who can create the conditions necessary for rapid and sustained change are the cornerstone of school turnaround. Strong leaders and leadership structures enable schools to develop and implement a shared vision of success which produces foundational shifts in instructional practices and in school culture and leads to increases in student growth and achievement.

**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><b>[S 1.1] Support novice or struggling teachers and school leaders through coaching and mentoring</b></p> <p>Rationale -----</p> <p>Supporting novice or struggling teachers through coaching and mentoring initiative lead by school leaders is a valuable investment in teacher retention, professional growth and student success. By providing personalized support, fostering collaboration, and promoting continuous improvement schools can create a supportive and thriving learning environment that empowers educators to excel in their roles and positively impact student learning outcomes.</p> <p>Supporting Data: -----</p>	<p><b>[A 1.1.1] Teacher Mentor Program</b></p> <p>Description -----</p> <p>A teacher mentor program is a structured and supportive initiative designed to pair experienced, skilled educators (mentor) with newer or less experienced teachers (mentees) to provide guidance, support and professional development opportunities. The goal of a teacher mentor program is to facilitate the growth and development of teachers, enhance instructional practices and ultimately improve student learning outcomes.</p> <p>Implementation -----</p> <p>Indicators used to measure a teacher mentor program can help assess its effectiveness in supporting teacher growth, enhancing instructional practices, and improving student outcomes.</p>	<p>Dr. LaWanda M. Clark, Director of Curriculum and Instruction Mentors: Mr. Mateen, Ms. Watson and Ms. Hammond</p>	<p>05/23/2025</p>	<p>TAG 4.0</p>	

<p>Teacher to Teacher Mentor Program is a new strategy.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ol style="list-style-type: none"> <li>1. The mentor will regularly monitor the mentee's progress towards the established goals and objectives providing ongoing feedback and support.</li> <li>2. Weekly or bi-weekly meetings will be held for more intensive mentoring relationships or when the mentee is facing immediate challenges.</li> <li>3. Monthly meetings will be sufficient for on-going support, progress review, and reflection on teaching practices.</li> <li>4. Teacher observation score/notes-monthly, conducted by DCI to, provide constructive feedback that enhance instructional practices and improves student learning outcomes.</li> </ol> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>Check-ins held weekly, bi-weekly, or monthly depending on the duration of the program are conducted to:</p> <ol style="list-style-type: none"> <li>1. Establish clear and specific goals for the teacher mentor program that are directly related to increasing student achievement.</li> <li>2. Gather data on key performance indicators to assess the impact of the mentor program on student achievement.</li> <li>3. Conduct assessment, surveys, and evaluations</li> </ol>	<p>Some key indicators to consider when evaluating a teacher mentor program include:</p> <ol style="list-style-type: none"> <li>1. Assess mentee's perception of the support received, the quality of mentorship and the impact of their professional growth and development.</li> <li>2. The frequency of mentor/mentee interactions, the depth of discussions, and the level of support provided by mentors.</li> <li>3. Measure the impact of the mentor program on mentee's professional growth and development.</li> <li>4. Conduct classroom observations to assess the impact of mentorship on teaching practices.</li> <li>5. Evaluate the impact of the mentor program on student achievement outcomes.</li> <li>6. Measure the impact of the mentor program on teacher retention rates.</li> <li>7. Gather feedback from mentors on their experiences in the program.</li> <li>8. Conduct a formal evaluation of the mentor program to gather comprehensive data on its effectiveness.</li> <li>9. Mentor/Mentee meeting reports (bi-weekly) to assess the effectiveness of the mentorship, identify areas of improvement, and ensure that the support provided aligns with the goals of professional development.</li> <li>10. Teacher observation/notes in Project Coach (monthly) to document specific instructional practices and behaviors, providing evidence for assessing performance and guiding professional growth.</li> </ol> <p>Effectiveness -----</p> <p>To measure the effectiveness of a teacher mentor programs towards increasing student achievement, a key benchmark includes,</p>				
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<p>to measure the effectiveness of the program. Assess the quality of the mentor-mentee interactions, changes in teacher practices, mentee satisfaction, and any observed impact on student achievement.</p> <p>4. Analyze the collect to determine the extent to which the program has contributed to increased student achievement.</p> <p>5. Analyze student achievement data (formative assessments-quarterly with DCI) to determine to which extent the program has contributed to student achievement increase of 10% of students performing on grade level.</p> <p>Hyperlink, Intervention and Tier for Strategy:</p> <p>TERA Evidence Guide: Resource that provides evidence-based strategies organized by the levers of school improvement  <a href="https://gallery.mailchimp.com/b28b453ee164f9a2e2b5057e1/files/6afbcdd4-71af-4fee-9951-e5dfa5ff0922/TERA_EvidenceGuide_180420_Full.pdf">[https://gallery.mailchimp.com/b28b453ee164f9a2e2b5057e1/files/6afbcdd4-71af-4fee-9951-e5dfa5ff0922/TERA_EvidenceGuide_180420_Full.pdf]</a>(<a href="https://gallery.mailchimp.com/b28b453ee164f9a2e2b5057e1/files/6afbcdd4-71af-4fee-9951-e5dfa5ff0922/TERA_EvidenceGuide_180420_Full.pdf">https://gallery.mailchimp.com/b28b453ee164f9a2e2b5057e1/files/6afbcdd4-71af-4fee-9951-e5dfa5ff0922/TERA_EvidenceGuide_180420_Full.pdf</a>)</p> <p>Teacher mentorship: Instructional Partnership Initiative (IPI): One promising intervention for developing teachers' instructional practice using existing school resources is teacher mentorship. IPI in Tennessee began as an experiment in which teachers with a low evaluation rating in a 25 Cowan and Goldhaber, 2016. 26 Sato, Wei, and Darling-Hammond, 2008. 27 Pucella, 2011. dimension paired with teachers with a high rating in the same dimension. The improvement of low-rated teachers in the treatment schools provides Tier I evidence that purposeful teacher mentorship can improve teacher effectiveness.</p>	<ol style="list-style-type: none"> <li>1. Analyzing student achievement data, including standardized test scores, formative assessments and other academic indicators to measure the impact of the mentor program on student learning outcomes. Compare student performance before and after the mentorship to identify any improvements linked to the program.</li> <li>2. Conducting monthly classroom observations to assess the mentor's impact on teaching practices and instructional strategies. Look for evidence of effecting teaching methods, student engagement, differentiation, and classroom management techniques that contribute to improve student achievement by 10%.</li> <li>3. 10% in academic achievement and growth on math and ELA TN Ready for mentored teachers (BOY, MOY, and EOY)</li> <li>4. Increase teacher effectiveness TVAAS 3 to TVAAS 4 or higher increases by 10% (3x a year)</li> </ol>				
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Tier: 1					
Findings: Experimental evidence of improvement for low-rated teachers assigned to same-school mentor teachers rated highly in the same dimension.					

**[G 2] Improve math proficiency and increase the percentage of 6th to 8th grade students meeting or exceeding expected growth 4% to 8% on the TNReady assessment administered at the end of the 2024-2025 school year.**  
**\*\*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><b>[S 2.1] Provide additional support for students who are failing to make academic progress</b></p> <p>Rationale            -----</p> <p>Providing additional support for students who are failing to make academic progress in math is crucial for addressing learning needs, promoting mathematical skills, and supporting student achievement. By offering targeted interventions, personalized instruction, and tailored support, WMS can help struggling students build a strong foundation in math, develop essential problem-solving skills, and succeed academically.</p> <p>Supporting Data            -----</p> <p>New Strategy</p>	<p><b>[A 2.1.1] Math Tutoring</b></p> <p>Description            -----</p> <p>Math tutoring in middle school provides targeted support and personalized instruction to help student strengthen their mathematical skills, build confidence, and improve their academic performance in mathematics. Middle school students who participate in math tutoring benefit from individualized interventions, focused practice, and additional help in understanding key concepts, problem-solving strategies, and mathematical reasoning.</p> <p>Implementation            -----</p> <p>Indicators that can be used to measure the implementation of tutoring for WMS Math students</p>	Dr. LaWanda M. Clark and Selected Tutors (WMS Math Teachers Mr. Mateen, Ms. Nevels and Ms. Bryant)	05/23/2025	Tag 4.0	

<p><b>Benchmark Indicator</b> Implementation -----</p> <ol style="list-style-type: none"> <li>1. Conduct monthly data review meetings to analyze student data, track progress towards instructional goals, and discuss the impact of data analysis on teaching and learning. Use the meeting to review data trends, identify areas of improvement, and make adjustments to instructional practices.</li> <li>2. Conduct quarterly assessments to evaluate the implementation of data analysis practices and the impact on student learning outcomes. Review data analysis processes, assess the effectiveness of instructional decisions, and make data-drive adjustments to support student progress.</li> <li>3. Provide ongoing professional development and support for teachers on data analysis strategies, interpretation of assessment data, and using data to inform instructional decisions.</li> <li>4. Align intervention supports to address the needs of the student.</li> <li>5. Provide Outward Learning/Educational experiences that incorporate hands-on, experiential learning activities that can help students develop problem-solving skills, critical thinking abilities, and a deeper understanding of mathematical concepts.</li> <li>6. Implement PBIS. PBIS includes a tiered system of supports that provides targeted interventions for students who may be struggling academically. By identifying and addressing the specific needs of individual students, including math, PBIS can help improve their academic performance and outcomes.</li> <li>7. Data Review Meeting (monthly) with RTI-A Coordinator to analyze student performance data collectively, identify students in need of additional support, and develop targeted intervention strategies to enhance their learning outcomes.</li> <li>8. Professional Development Sign-In Sheets review, (quarterly, by DCI), to ensure accountability,</li> </ol>	<p>include:</p> <ol style="list-style-type: none"> <li>1. Weekly attendance and participation</li> <li>2. Bi-Weekly progress monitoring</li> <li>3. Tracking student performance improvement</li> <li>4. Goal Attainment</li> </ol> <p>Effectiveness -----</p> <p>When measuring the effectiveness of tutoring towards increasing student achievement in Math, benchmarks serve as reference points or standards against which progress, and success can be measured. WMS will use the following benchmarks to measure the impact of tutoring on ELA student achievement:</p> <ol style="list-style-type: none"> <li>1. Pre-tutoring and Post-tutoring assessments</li> <li>2. Standardized test scores</li> <li>3. Grade improvement</li> <li>4. Attendance and engagement</li> <li>5. Learning objectives</li> </ol>				
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<p>track participation and evaluate the effectiveness of training initiatives for educators.</p> <p>9. Formative Assessments, (administered and reviewed quarterly by RTI-Coordinator) to collaboratively analyze student data, identify learning needs, and adjust instructional strategies to effectively support at-risk students.</p> <p>Effectiveness -----</p> <p>By monitoring the analysis of student data to inform instructional decisions regularly and systematically, school can track the impact of data-driven practices on student achievement, identify areas of improvement, and make evidence-based adjustments to accelerate student learning.</p> <p>Regular monitoring and evaluation of data analysis on practices are essential for fostering a culture of data-driven decisions making, promoting continuous improvement and optimizing student outcomes.</p> <p>Monitoring should be done on a weekly, bi-weekly level, mid-year and at the end of the year to assess the overall impact of data analysis on student achievement.</p>					
	<p><b>[A 2.1.2] RTI-A Coordinator to support implementation of Math Intervention to increase achievement and growth</b></p> <p>Description -----</p> <p>An RTI Coordinator is needed to monitoring the progress and development of students failing to make academic progress. This RTI Coordinator will conduct monthly data review meetings to analyze student data, track progress towards instructional goals, and discuss the impact of data analysis on</p>	<p>Dr. LaWanda M. Clark, Director of Curriculum and Instruction Mrs. Anjeanette Clark, RTI-A Coordinator</p>	<p>05/23/2025</p>	<p>TAG 4.0</p>	

teaching and learning. They will use the meeting to review data trends, identify areas of improvement, and make adjustments to instructional practices. This close attention to student work and teacher growth will help students achieve.

The role of a Response to Intervention (RTI) A coordinator is crucial in enhancing the effectiveness of math interventions within a school setting. The coordinator collaborates with teachers to identify students who are struggling in mathematics through data analysis and assessment tools. By facilitating professional development, the RTI A coordinator equips educators with evidence-based instructional strategies tailored to meet diverse student needs. Additionally, they help in designing and implementing tiered intervention programs that provide varying levels of support, based on student performance. This targeted approach not only promotes early identification and intervention for at-risk students but also fosters a culture of continuous improvement among teachers. As a result, the impact of the RTI A coordinator can lead to significant gains in student achievement in math, as students receive timely and effective support tailored to their individual learning profiles.

Implementation

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In the context of education, particularly regarding the Response to Intervention (RTI) model coordinated to support mathematics, indicators to measure "inflation" typically refer to performance metrics that assess student progress, intervention effectiveness, and overall program fidelity. Here are some identified indicators that can be used:

	<ol style="list-style-type: none"><li>1. Student Assessment Scores: Regular assessments (formative and summative) that measure student understanding and mastery of mathematical concepts.</li><li>2. Progress Monitoring Data: Frequent checks of student progress over time to gauge the effectiveness of interventions. This can include curriculum-based assessments or other standardized tests.</li><li>3. Tiered Intervention Data: Analysis of data at different tiers of intervention to evaluate how well students are responding to varying levels of support.</li><li>4. Frequency of Interventions: Tracking how often students receive interventions and the duration of these interventions can provide insight into program implementation and effectiveness.</li><li>5. Teacher Observations and Feedback: Gathering qualitative data from educators regarding student engagement, participation, and behavioral responses during math instruction.</li><li>6. Retention Rates: Monitoring how many students remain in the RTI program versus those who exit successfully, which can indicate the effectiveness of the interventions.</li><li>7. Behavioral Indicators: Observing changes in student behavior related to mathematics learning, such as increased participation, reduced anxiety during math tasks, or improved collaboration in group settings.</li><li>8. Parental Involvement and Feedback: Collecting data on parental engagement in their child's mathematics learning and their perceptions of the RTI process.</li></ol>				
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	<p>9. Special Education Referrals: Tracking the number of students referred for special education services after receiving RTI interventions, which can indicate the effectiveness of the tiered support.</p> <p>10. Longitudinal Data: Analyzing data over several years to evaluate long-term outcomes, such as retention of mathematical skills and overall academic performance.</p> <p>These indicators can help educators and administrators assess the effectiveness of their RTI strategies in mathematics, identify areas for improvement, and ensure that students are receiving the support they need to succeed.</p> <p>Effectiveness -----</p> <ol style="list-style-type: none"> <li>1. Analyzing student data (BOY, MOY, EOY)</li> <li>2. Professional Development agenda and sign in sheets</li> <li>3. Multi-Tiered System of Supports</li> <li>4. Collaboration and Teamwork</li> <li>5. Parental Involvement</li> <li>6. Regular Progress Monitoring</li> <li>7. Resource Allocation</li> <li>8. Positive Learning Environment</li> <li>9. Feedback loops</li> </ol>				
	<p><b>[A 2.1.3] Outward Bound Learning Experiences</b> Description -----</p> <p>Provide Outward Bound Learning/Educational Experiences that incorporate hands-on, experiential learning activities that can help students develop problem-solving skills, critical thinking abilities, and a deeper understanding of mathematical concepts.</p> <p>Outward Bound is an educational organization that offers experiential learning programs, primarily</p>	<p>Dr. LaWanda M. Clark, Director of Curriculum and Instruction</p>	<p>05/23/2025</p>	<p>TAG 4.0</p>	

focused on outdoor adventures and challenges. Outward Bound learning experiences are designed to foster personal growth, develop leadership skills, build resilience, and enhance teamwork through challenging outdoor activities. Here are some key characteristics and components of Outward Bound learning experiences:

Key Characteristics:

1. **Experiential Learning:** Participants engage in hands-on activities that promote learning through experience rather than traditional classroom instruction. This includes outdoor adventures such as hiking, rock climbing, canoeing, and camping.
2. **Challenging Environments:** The programs are set in natural, often rugged, environments that challenge participants physically, mentally, and emotionally. This helps individuals confront and overcome obstacles.
3. **Teamwork and Collaboration:** Participants often work in teams, which fosters collaboration, communication, and problem-solving skills. Team dynamics are a crucial aspect of the experience.
4. **Personal Growth:** Outward Bound emphasizes self-discovery and personal development. Participants are encouraged to step out of their comfort zones, build self-confidence, and develop coping strategies.
5. **Reflection and Debriefing:** Reflection is a critical component of the Outward Bound experience. Participants are encouraged to reflect on their experiences, challenges faced, and lessons learned, often through guided discussions or journaling.
6. **Skill Development:** Programs often include skills training relevant to the activities undertaken, such

as navigation, wilderness survival, leadership, and effective communication.

7. Focus on Values: Outward Bound promotes values such as integrity, compassion, and respect for others and the environment. Participants often engage in discussions about ethical decision-making and social responsibility.

8. Diversity and Inclusion: Many Outward Bound programs prioritize inclusivity and aim to bring together a diverse group of participants, fostering understanding and cooperation among individuals from different backgrounds.

#### Implementation

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Measuring the implementation of Outward Bound learning experiences involves assessing various indicators that reflect the effectiveness of the programs and the outcomes for participants. Here are some common indicators used to evaluate the implementation of Outward Bound programs:

##### 1. Participant Engagement:

- Attendance Rates: Monitoring how many participants attend the program versus those who sign up.

- Active Participation: Observing levels of engagement in activities, discussions, and teamwork during the experience.

##### 2. Skill Development:

- Competency Assessments: Evaluating participants' mastery of specific outdoor skills (e.g.,

	<p>navigation, climbing techniques, teamwork).</p> <ul style="list-style-type: none"><li>- Self-Assessment Surveys: Pre- and post-program surveys where participants assess their skills and confidence levels.</li></ul> <p>3. Personal Growth:</p> <ul style="list-style-type: none"><li>- Reflection Journals: Analyzing entries from participants' journals to gauge personal insights and growth throughout the experience.</li><li>- Goal Setting and Achievement: Tracking personal goals set by participants at the beginning of the program and their success in achieving them.</li></ul> <p>4. Teamwork and Collaboration:</p> <ul style="list-style-type: none"><li>- Team Performance Metrics: Evaluating how well groups work together to complete tasks and overcome challenges.</li><li>- Peer Feedback: Collecting feedback from participants about their experiences working with team members.</li></ul> <p>5. Instructor Observations:</p> <ul style="list-style-type: none"><li>- Observation Checklists: Instructors can use checklists to assess participant behavior, collaboration, and engagement during activities.</li><li>- Qualitative Feedback: Gathering qualitative feedback from instructors about participant dynamics and individual growth.</li></ul> <p>6. Program Fidelity:</p> <ul style="list-style-type: none"><li>- Implementation Checklists: Ensuring that the program is delivered as designed, including adherence to safety protocols and curriculum</li></ul>				
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	<p>standards.</p> <ul style="list-style-type: none"><li>- Staff Training and Qualifications: Monitoring the qualifications and training of instructors to ensure they meet program standards.</li></ul> <p>7. Participant Feedback:</p> <ul style="list-style-type: none"><li>- Surveys and Questionnaires: Post-program surveys that solicit feedback on various aspects of the experience, including logistics, instruction quality, and overall satisfaction.</li><li>- Focus Groups: Conducting discussions with participants to gather in-depth feedback and insights about their experiences.</li></ul> <p>8. Outcome Metrics:</p> <ul style="list-style-type: none"><li>- Long-Term Impact Studies: Assessing the long-term effects of the program on participants' personal and professional lives, including leadership skills and resilience.</li><li>- Behavioral Changes: Measuring changes in attitudes, behaviors, and social skills post-program, often through follow-up surveys.</li></ul> <p>9. Diversity and Inclusion Metrics:</p> <ul style="list-style-type: none"><li>- Demographic Data: Collecting data on the diversity of participants to evaluate inclusivity and ensure representation from various backgrounds.</li><li>- Inclusion Surveys: Assessing participants' perceptions of inclusivity and support within the group.</li></ul> <p>10. Community Impact:</p> <ul style="list-style-type: none"><li>- Service Project Outcomes: Evaluating the impact of volunteer or service components of the program</li></ul>				
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on the community and participants' awareness of social responsibility.

These indicators provide a comprehensive framework for assessing the implementation and effectiveness of Outward Bound learning experiences. By collecting and analyzing data across these areas, program administrators can make informed decisions about improvements, adaptations, and future planning.

#### Effectiveness

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To measure the effectiveness of Outward Bound learning experiences in increasing student achievement, specific benchmarks can be established. These benchmarks can help in evaluating both academic and personal growth outcomes. Here are some suggested benchmarks:

#### Academic Achievement Benchmarks

##### 1. Pre- and Post-Assessment Scores:

- Administer assessments before and after the Outward Bound program to measure changes in academic performance, particularly in areas like problem-solving, critical thinking, and teamwork skills relevant to academic contexts.

##### 2. Standardized Test Scores:

- Compare participants' standardized test scores (e.g., state assessments) before and after participation in the program to assess improvements in academic performance.

##### 3. Grade Point Average (GPA) Changes:

- Track the GPAs of participants over time to determine if there are positive changes following

	<p>their involvement in Outward Bound experiences.</p> <p>4. Course Completion Rates:</p> <ul style="list-style-type: none"><li>- Monitor the rates of course completions or pass rates in subjects that emphasize collaboration and problem-solving skills, to see if there is a correlation with program participation.</li></ul> <p>Personal and Social Development Benchmarks:</p> <p>5. Self-Reported Growth:</p> <ul style="list-style-type: none"><li>- Use surveys or questionnaires to capture participants' self-reported growth in areas such as confidence, resilience, and leadership skills before and after the program.</li></ul> <p>6. Goal Achievement:</p> <ul style="list-style-type: none"><li>- Measure the percentage of personal or academic goals set by participants at the beginning of the program that they achieve by the end.</li></ul> <p>7. Behavioral Observations:</p> <ul style="list-style-type: none"><li>- Collect qualitative data from instructors and peers on behavioral changes in participants, such as improved collaboration, communication, and problem-solving skills.</li></ul> <p>Engagement and Participation Benchmarks:</p> <p>8. Attendance and Participation Rates:</p> <ul style="list-style-type: none"><li>- Track attendance rates during the Outward Bound program as well as engagement levels in subsequent academic settings to see if participation correlates with increased engagement in school.</li></ul> <p>9. Retention of Participants:</p>				
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	<p>- Monitor the retention rates of students in the program over time, assessing whether participants are more likely to remain in school or continue their education after involvement.</p> <p>Long-Term Impact Benchmarks:</p> <p>10. Follow-Up Surveys:</p> <p>- Conduct follow-up surveys (6 months to 1 year post-program) to assess the long-term impact of Outward Bound experiences on students' academic and personal lives, including their career choices and continued engagement in learning.</p> <p>11. Alumni Tracking:</p> <p>- Track the academic and professional paths of program alumni to evaluate long-term outcomes related to college enrollment, career success, and ongoing involvement in community service or leadership activities.</p> <p>Community and Social Responsibility Benchmarks:</p> <p>12. Involvement in Community Service:</p> <p>- Measure the percentage of participants who engage in community service or leadership activities after completing the program, indicating a commitment to social responsibility.</p> <p>By establishing these benchmarks, educators and program administrators can effectively measure the impact of Outward Bound learning experiences on student achievement and personal growth. Regular evaluation against these benchmarks can help in refining programs and ensuring they meet the needs of participants, ultimately leading to improved educational outcomes.</p>				
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**[G 3] Improve literacy proficiency and increase the number of 6th to 8th grade students meeting or exceeding the expected grow from 6% to 8% on the TNReady assessment administered at the end of the 2024-2025 school year.**

\*\*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><b>[S 3.1] Provide additional support for students who are failing to make academic progress</b></p> <p>Rationale -----</p> <p>Providing additional support for students who are failing to make academic progress in ELA is essential for addressing learning needs, promoting literacy skills, and supporting student achievement. By offering targeting interventions, personalized instruction, and tailored support, WMS can help struggling students build a strong foundation in ELA, developing essential literacy skills, and succeed academically.</p> <p>Supporting Data -----</p> <p>On the 2023-2024 TNReady, WMS students demonstrated the following results in the area of math:</p>	<p><b>[A 3.1.1] ELA Tutoring</b></p> <p>Description -----</p> <p>Providing ELA tutoring to WMS students is a valuable opportunity to support their literacy development, enhance reading comprehension, strengthen writing skills and foster a love for language and literature. Tutors can identify learning gaps, assess student progress, and provide targeted interventions to address areas of difficulty. By focusing on specific skills, such as reading fluency, vocabulary development, grammar usage, or writing mechanics, tutors can help students build a strong foundation in ELA.</p> <p>Implementation -----</p> <p>Indicators that can be used to measure the implementation of tutoring for WMS ELA students include:</p>	<p>Dr. LaWanda M. Clark and Selected Tutors (WMS ELA Teachers)</p>	<p>05/23/2025</p>	<p>TAG 4.0</p>	

<p>6% met or exceeded expected growth</p> <p>34% approaching expected growth</p> <p>60% did not make expected growth</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ol style="list-style-type: none"> <li>1. Implementing additional support for students who are struggling to make academic progress in ELA involves identifying at-risk students, providing targeted interventions, monitoring progress, and adjusting support strategies as needed.</li> <li>2. Weekly check-ins with struggling ELA students to provide on-going support, monitoring progress, and offer academic guidance. These check-ins will be used to review assignments, assess understanding of concepts, and address any immediate challenges faced by students.</li> <li>3. Conduct bi-weekly progress monitoring to track student growth, evaluate the effectiveness of interventions, and adjust support strategies as needed. During the check-in use data from formative assessments, quizzes, and assignments to measure student progress and identify areas for improvement.</li> <li>4. Monthly review meetings with teachers, support staff, and parents to discuss student progress, evaluate the impact of additional support strategies and collaborate on intervention plans for struggling ELA students. Use these meetings to analyze data, set goals, and make data-drive decisions to support student success.</li> <li>5. Provide Outward Learning/Educational experiences that have a positive influence on students' communication skills, critical thinking abilities, and overall academic performance in ELA subjects.</li> <li>6. Implement PBIS. PBIS includes a tiered system of supports that provides targeted interventions for</li> </ol>	<ol style="list-style-type: none"> <li>1. Weekly attendance and participation</li> <li>2. Bi-Weekly progress monitoring</li> <li>3. Tracking student performance improvement</li> <li>4. Goal Attainment</li> </ol> <p>Effectiveness -----</p> <p>When measuring the effectiveness of tutoring towards increasing student achievement in ELA, benchmarks serve as reference points or standards against which progress, and success can be measured. WMS will use the following benchmarks to measure the impact of tutoring on ELA student achievement:</p> <ol style="list-style-type: none"> <li>1. Pre-tutoring and Post-tutoring assessments</li> <li>2. Standardized test scores</li> <li>3. Grade improvement</li> <li>4. Attendance and engagement</li> <li>5. Learning objectives</li> </ol>				
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students who may be struggling academically. By identifying and addressing the specific needs of individual students, including ELA, PBIS can help improve their academic performance and outcomes.

**Effectiveness**

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Weekly check-ins with struggling ELA students to provide on-going support, monitoring progress, and offer academic guidance. These check-ins will be used to review assignments, reading comprehension, and address any immediate challenges faced by students.

Conduct bi-weekly progress monitoring to track student growth, evaluate the effectiveness of interventions, and adjust support strategies as needed. During the check-in use data from formative assessments, quizzes, and assignments to measure student progress and identify areas for improvement.

Monthly review meetings with teachers, support staff, and parents to discuss student progress, evaluate the impact of additional support strategies and collaborate on intervention plans for struggling ELA students. Use these meetings to analyze data, set goals, and make data-drive decisions to support student success.

By monitoring the implementation of additional support for students who are failing to make academic progress regularly and systematically, WMS can track the impact of interventions, assess student outcomes, and make evidenced-based adjustments to accelerate student achievement. Regular monitoring and evaluation of support strategies are essential for identifying effective

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practices, addressing student needs, and promoting academic success.					
	<p><b>[A 3.1.2] RTI-A to monitor and support the progress and development of students failing to make academic progress.</b></p> <p>Description -----</p> <p>An RTI Coordinator is needed to monitor the progress and development of students failing to make academic progress. This RTI Coordinator will conduct monthly data review meetings to analyze student data, track progress towards instructional goals, and discuss the impact of data analysis on teaching and learning. They will use the meeting to review data trends, identify areas of improvement, and make adjustments to instructional practices. This close attention to student work and teacher growth will help students achieve.</p> <p>The role of a Response to Intervention (RTI) A coordinator is crucial in enhancing the effectiveness of math interventions within a school setting. The coordinator collaborates with teachers to identify students who are struggling in mathematics through data analysis and assessment tools. By facilitating professional development, the RTI A coordinator equips educators with evidence-based instructional strategies tailored to meet diverse student needs. Additionally, they help in designing and implementing tiered intervention programs that provide varying levels of support, based on student performance. This targeted approach not only promotes early identification and intervention for at-risk students but also fosters a culture of continuous improvement among teachers. As a result, the impact of the RTI A coordinator can lead to significant gains in student achievement in math, as students receive timely and effective support tailored to their individual learning profiles.</p>	<p>Dr. LaWanda M. Clark, Director of Curriculum and Instruction Mrs. Anjeanette Clark, RTI-A Coordinator</p>	<p>05/23/2025</p>	<p>TAG 4.0</p>	

Implementation

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In the context of education, particularly regarding the Response to Intervention (RTI) model coordinated to support ELA, indicators to measure "inflation" typically refer to performance metrics that assess student progress, intervention effectiveness, and overall program fidelity. Here are some identified indicators that can be used:

1. Student Assessment Scores: Regular assessments (formative and summative) that measure student understanding and mastery of mathematical concepts.
2. Progress Monitoring Data: Frequent checks of student progress over time to gauge the effectiveness of interventions. This can include curriculum-based assessments or other standardized tests.
3. Tiered Intervention Data: Analysis of data at different tiers of intervention to evaluate how well students are responding to varying levels of support.
4. Frequency of Interventions: Tracking how often students receive interventions and the duration of these interventions can provide insight into program implementation and effectiveness.
5. Teacher Observations and Feedback: Gathering qualitative data from educators regarding student engagement, participation, and behavioral responses during math instruction.
6. Retention Rates: Monitoring how many students remain in the RTI program versus those who exit

	<p>successfully, which can indicate the effectiveness of the interventions.</p> <p>7. Behavioral Indicators: Observing changes in student behavior related to mathematics learning, such as increased participation, reduced anxiety during math tasks, or improved collaboration in group settings.</p> <p>8. Parental Involvement and Feedback: Collecting data on parental engagement in their child's mathematics learning and their perceptions of the RTI process.</p> <p>9. Special Education Referrals: Tracking the number of students referred for special education services after receiving RTI interventions, which can indicate the effectiveness of the tiered support.</p> <p>10. Longitudinal Data: Analyzing data over several years to evaluate long-term outcomes, such as retention of mathematical skills and overall academic performance.</p> <p>These indicators can help educators and administrators assess the effectiveness of their RTI strategies in mathematics, identify areas for improvement, and ensure that students are receiving the support they need to succeed.</p> <p>Effectiveness -----</p> <ol style="list-style-type: none"> <li>1. Analyzing student data (BOY, MOY, EOY)</li> <li>2. Professional Development agenda and sign in sheets</li> <li>3. Multi-Tiered System of Supports</li> <li>4. Collaboration and Teamwork</li> <li>5. Parental Involvement</li> <li>6. Regular Progress Monitoring</li> <li>7. Resource Allocation</li> </ol>				
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	8. Positive Learning Environment 9. Feedback loops				
	<p><b>[A 3.1.3] Outward Bound Learning Experiences</b>        Description        -----</p> <p>Provide Outward Bound Learning/Educational Experiences that incorporate hands-on, experiential learning activities that can help students develop problem-solving skills, critical thinking abilities, and a deeper understanding of mathematical concepts.</p> <p>Outward Bound is an educational organization that offers experiential learning programs, primarily focused on outdoor adventures and challenges. Outward Bound learning experiences are designed to foster personal growth, develop leadership skills, build resilience, and enhance teamwork through challenging outdoor activities. Here are some key characteristics and components of Outward Bound learning experiences:</p> <p>Key Characteristics:</p> <ol style="list-style-type: none"> <li>1. Experiential Learning: Participants engage in hands-on activities that promote learning through experience rather than traditional classroom instruction. This includes outdoor adventures such as hiking, rock climbing, canoeing, and camping.</li> <li>2. Challenging Environments: The programs are set in natural, often rugged, environments that challenge participants physically, mentally, and emotionally. This helps individuals confront and overcome obstacles.</li> <li>3. Teamwork and Collaboration: Participants often work in teams, which fosters collaboration, communication, and problem-solving skills. Team dynamics are a crucial aspect of the experience.</li> </ol>	Dr. LaWanda M. Clark, Director of Curriculum and Instruction	05/23/2025	TAG 4.0	





	<p>1. Participant Engagement:</p> <ul style="list-style-type: none"><li>- Attendance Rates: Monitoring how many participants attend the program versus those who sign up.</li><li>- Active Participation: Observing levels of engagement in activities, discussions, and teamwork during the experience.</li></ul> <p>2. Skill Development:</p> <ul style="list-style-type: none"><li>- Competency Assessments: Evaluating participants' mastery of specific outdoor skills (e.g., navigation, climbing techniques, teamwork).</li><li>- Self-Assessment Surveys: Pre- and post-program surveys where participants assess their skills and confidence levels.</li></ul> <p>3. Personal Growth:</p> <ul style="list-style-type: none"><li>- Reflection Journals: Analyzing entries from participants' journals to gauge personal insights and growth throughout the experience.</li><li>- Goal Setting and Achievement: Tracking personal goals set by participants at the beginning of the program and their success in achieving them.</li></ul> <p>4. Teamwork and Collaboration:</p> <ul style="list-style-type: none"><li>- Team Performance Metrics: Evaluating how well groups work together to complete tasks and overcome challenges.</li><li>- Peer Feedback: Collecting feedback from participants about their experiences working with team members.</li></ul>				
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	<p>5. Instructor Observations:</p> <ul style="list-style-type: none"><li>- Observation Checklists: Instructors can use checklists to assess participant behavior, collaboration, and engagement during activities.</li><li>- Qualitative Feedback: Gathering qualitative feedback from instructors about participant dynamics and individual growth.</li></ul> <p>6. Program Fidelity:</p> <ul style="list-style-type: none"><li>- Implementation Checklists: Ensuring that the program is delivered as designed, including adherence to safety protocols and curriculum standards.</li><li>- Staff Training and Qualifications: Monitoring the qualifications and training of instructors to ensure they meet program standards.</li></ul> <p>7. Participant Feedback:</p> <ul style="list-style-type: none"><li>- Surveys and Questionnaires: Post-program surveys that solicit feedback on various aspects of the experience, including logistics, instruction quality, and overall satisfaction.</li><li>- Focus Groups: Conducting discussions with participants to gather in-depth feedback and insights about their experiences.</li></ul> <p>8. Outcome Metrics:</p> <ul style="list-style-type: none"><li>- Long-Term Impact Studies: Assessing the long-term effects of the program on participants' personal and professional lives, including leadership skills and resilience.</li><li>- Behavioral Changes: Measuring changes in attitudes, behaviors, and social skills post-program, often through follow-up surveys.</li></ul>				
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9. Diversity and Inclusion Metrics:

- Demographic Data: Collecting data on the diversity of participants to evaluate inclusivity and ensure representation from various backgrounds.

- Inclusion Surveys: Assessing participants' perceptions of inclusivity and support within the group.

10. Community Impact:

- Service Project Outcomes: Evaluating the impact of volunteer or service components of the program on the community and participants' awareness of social responsibility.

These indicators provide a comprehensive framework for assessing the implementation and effectiveness of Outward Bound learning experiences. By collecting and analyzing data across these areas, program administrators can make informed decisions about improvements, adaptations, and future planning.

Effectiveness

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To measure the effectiveness of Outward Bound learning experiences in increasing student achievement, specific benchmarks can be established. These benchmarks can help in evaluating both academic and personal growth outcomes. Here are some suggested benchmarks:

Academic Achievement Benchmarks

1. Pre- and Post-Assessment Scores:

- Administer assessments before and after the Outward Bound program to measure changes in

	<p>academic performance, particularly in areas like problem-solving, critical thinking, and teamwork skills relevant to academic contexts.</p> <p>2. Standardized Test Scores:</p> <ul style="list-style-type: none"><li>- Compare participants' standardized test scores (e.g., state assessments) before and after participation in the program to assess improvements in academic performance.</li></ul> <p>3. Grade Point Average (GPA) Changes:</p> <ul style="list-style-type: none"><li>- Track the GPAs of participants over time to determine if there are positive changes following their involvement in Outward Bound experiences.</li></ul> <p>4. Course Completion Rates:</p> <ul style="list-style-type: none"><li>- Monitor the rates of course completions or pass rates in subjects that emphasize collaboration and problem-solving skills, to see if there is a correlation with program participation.</li></ul> <p>Personal and Social Development Benchmarks:</p> <p>5. Self-Reported Growth:</p> <ul style="list-style-type: none"><li>- Use surveys or questionnaires to capture participants' self-reported growth in areas such as confidence, resilience, and leadership skills before and after the program.</li></ul> <p>6. Goal Achievement:</p> <ul style="list-style-type: none"><li>- Measure the percentage of personal or academic goals set by participants at the beginning of the program that they achieve by the end.</li></ul> <p>7. Behavioral Observations:</p> <ul style="list-style-type: none"><li>- Collect qualitative data from instructors and</li></ul>				
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	<p>peers on behavioral changes in participants, such as improved collaboration, communication, and problem-solving skills.</p> <p>Engagement and Participation Benchmarks:</p> <p>8. Attendance and Participation Rates:</p> <ul style="list-style-type: none"><li>- Track attendance rates during the Outward Bound program as well as engagement levels in subsequent academic settings to see if participation correlates with increased engagement in school.</li></ul> <p>9. Retention of Participants:</p> <ul style="list-style-type: none"><li>- Monitor the retention rates of students in the program over time, assessing whether participants are more likely to remain in school or continue their education after involvement.</li></ul> <p>Long-Term Impact Benchmarks:</p> <p>10. Follow-Up Surveys:</p> <ul style="list-style-type: none"><li>- Conduct follow-up surveys (6 months to 1 year post-program) to assess the long-term impact of Outward Bound experiences on students' academic and personal lives, including their career choices and continued engagement in learning.</li></ul> <p>11. Alumni Tracking:</p> <ul style="list-style-type: none"><li>- Track the academic and professional paths of program alumni to evaluate long-term outcomes related to college enrollment, career success, and ongoing involvement in community service or leadership activities.</li></ul> <p>Community and Social Responsibility Benchmarks:</p> <p>12. Involvement in Community Service:</p>				
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	<p>- Measure the percentage of participants who engage in community service or leadership activities after completing the program, indicating a commitment to social responsibility.</p> <p>By establishing these benchmarks, educators and program administrators can effectively measure the impact of Outward Bound learning experiences on student achievement and personal growth. Regular evaluation against these benchmarks can help in refining programs and ensuring they meet the needs of participants, ultimately leading to improved educational outcomes.</p>				
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**[G 4] By the end of the academic year, June 2024, WMS will increase parent/student satisfaction with the school environment to 85% as measured by anonymous surveys, as a part of Family Engagement and PBIS..**

\*\*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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Provide opportunities to meaningfully engage families to support their child's learning</b></p> <p>Rationale -----</p> <p>Research has shown that that family involvement has a significant impact on a child's academic success. When parents and caregivers are actively involved in their child's education, students are more likely to have higher grades, better attendance, improved behavior, and increased motivation to learn.</p>	<p><b>[A 4.1.1] Integration of Parental Engagement and PBIS</b></p> <p>Description -----</p> <p>The integration of Parental Engagement and PBIS serves as a bridge between parents and teachers, facilitating communication and collaboration to create a positive and supportive learning environment for students.</p> <p>Implementation -----</p> <ol style="list-style-type: none"> <li>1. Membership and participation rate</li> <li>2. Event attendance</li> </ol>	<p>Director Marcus Shead</p>	<p>05/23/2025</p>	<p>TAG 4.0</p>	

<p>Supporting Data -----</p> <p>New Strategy: Family Engagement PBIS, PTO and Parent Volunteers</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <ol style="list-style-type: none"> <li>1. Assess the current state of family engagement</li> <li>2. Set goals and objectives</li> <li>3. Develop a plan</li> <li>4. Build partnerships</li> <li>5. Monitor and evaluate, continuously (collect feedback from parents and stakeholder on the impact of their involvement on student achievement and the health of the school environment to make improvements.</li> <li>6. Celebrate successes</li> <li>7. Adjust and adapt plan, continuously</li> </ol> <p>Effectiveness -----</p> <ol style="list-style-type: none"> <li>1. Data collection (attendance at school events, participation in parent teacher conferences, engagement with homework and learning at home...continuously)</li> <li>2. Survey and feedback - once a quarter</li> <li>3. Academic performance data (on-going...formative and summative assessments, homework and classwork)</li> <li>4. Parent and teacher communication (on-going)</li> </ol>	<ol style="list-style-type: none"> <li>3. Fundraiser success</li> <li>4. Communication and outreach</li> <li>5. Collaborative partnership</li> </ol> <p>Effectiveness -----</p> <ol style="list-style-type: none"> <li>1. Increase in academic performance</li> <li>2. Increase in parent involvement</li> <li>3. Student well-being</li> <li>4. Parent and Teacher collaboration</li> <li>5. Student support services</li> <li>6. School climate and culture</li> </ol>				
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