

2026-27 to 2028-29 School Plan Template

Overview

PLAN COMPLETENESS — ADVISOR FEEDBACK			
RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
1. SCHOOL IMPROVEMENT PLAN IS FULLY COMPLETE IN USING THE MICROSOFT WORD TEMPLATE WITH CURRENT YEAR PLANNING BY THE PUBLISHED DUE DATE. (CSI AND TSI SCHOOLS MUST ALSO HAVE ALL ADDITIONAL REQUIRED COMPONENTS COMPLETE IN EPLAN BY THE PUBLISHED DUE DATE)	☒	☐	School improvement plan is not fully complete. See the various feedback notes throughout the plan. School completed feedback throughout the SIP.
2. SCHOOL IMPROVEMENT PLAN IS FULLY COMPLETE IN EPLAN WITH CURRENT YEAR PLANNING BY THE PUBLISHED DUE DATE. (CSI AND TSI SCHOOLS MUST ALSO HAVE ALL ADDITIONAL REQUIRED COMPONENTS COMPLETE IN EPLAN BY THE PUBLISHED DUE DATE)	☐	☐	N/A- School is not required to enter the plan in ePlan during the initial phase.

A strong school plan clearly articulates the theory of action for reaching each student performance goal by providing:

- an outline of the improvement work to be supported and implemented throughout the school,
- ample time to collaborate, coordinate, and communicate with the school team, teachers, and other stakeholders.

Though school plans must be aligned to the district plan, they differ in that they must be tailored and may include additions to the district-level expectations for improvement work based on the school's specific needs and context.

The transition of the district and school planning process to full approval every three years, pursuant to Public Chapter 1005 of 2024, provides a unique opportunity to strategically plan for the long-term improvement needed at the district and school level to reach high levels outcomes for all

students. Periodic reflection will be critical to ensuring forward momentum toward the intended implementation work and student performance.

Cover Page

District Name

Frayser Community Schools/Memphis
Shelby County Schools

School Name

Westside Middle School

School Principal Name

Dr. LaWanda M. Clark

School Principal Email

lawanda.clark@fraysercs.org

COVER PAGE — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
3. SCHOOL INCLUDES DISTRICT/SCHOOL NAME.	☒	☐	
4. SCHOOL INCLUDES THE PRINCIPAL NAME AND EMAIL.	☒	☐	

Prepare and Reflect to Plan

Identify Team

Identify all planning team members, including team member titles. Under ESSA Title I, Part A §1112(a)(1)(A), the school plan must be developed in consultation with the following stakeholders (at a minimum):

- teachers,
- principals,
- other school leaders,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- charter school leaders (in districts that have charter schools), and

- parents of students.

Dr. LaWanda M. Clark, Principal

Mr. Rafael J. Smith, Assistant Principal

Ms. Stephanie Connolly, Director of Grants

Mrs. Tina Pearson, Chief Operating Officer

Ms. Kimberly Adams, Leadership Consultant

Theresa Clemons, Public Consultant Group

Paul Wilson, Public Consultant Group

Ms. Rachelle Taylor, Dean of Curriculum and Instruction

Mr. Jeremy Cunningham, Instructional Coach

Mrs. Precious Russell, Dean of Students

Mrs. Jessica Reese, ELA Teacher

Ms. Kimberly Saunders, Math Teacher

Ms. Sheena Chambers, SPED Teacher

Mrs. Kimetria Smith, Paraprofessional

Ms. Lakeeva Thompson, RTI2 Advisor

Dr. Dedriene Rogers, Charter Schools Advisor-Exceptional Education

Dr. Teneisha McNeil, Instructional Advisor, Newcomer International Center (MLL)

Mrs. Tanya Dolman, Federal Program Senior Advisor

Mrs. Elizabeth Radford-Bailey, Parent

Dr. Natasha Burnett, Board Chair

Dr. Bobby White, CEO/Founder

Ms. Ebony Campbell, Communities in School-School Partner

Ms. Maryam Muhammad, Agape-School Partner

PLANNING TEAM — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
5. A PLANNING TEAM THAT INCLUDES ALL REQUIRED STAKEHOLDERS, IDENTIFIED WITH NAME AND POSITION TITLE IS IDENTIFIED.	☒	☐	

Stakeholder Involvement

Describe how the school actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the school plan throughout the year. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process.

Westside Middle School

Turnaround

2026-2027/ 2027-2028 SIP Action Plan

School Turnaround Plan

DEVELOPING

Develop and Meet with the Planning Team to Lead Turnaround Efforts

Timeline: June–August 2026 and Ongoing

Westside Middle School will establish a diverse planning team consisting of school and network leadership and PCG representatives with turnaround expertise. The team will establish priorities, develop strategies, monitor implementation, and maintain focus on student outcomes. Success will be demonstrated through an established team with the

expertise and commitment to lead turnaround efforts. Meeting agendas and dedicated meeting time will support the work. No additional funding is required.

Collect and Review School Data

Timeline: June 1–August 2026 and Ongoing

The school will collect and analyze attendance, behavior, staffing, academic achievement, and educator effectiveness data. The School Leadership Team, parents, community partners, teachers, and PCG will participate. Surveys, focus groups, and stakeholder interviews will supplement quantitative data. Findings will identify strengths, barriers, and priority needs. Student performance, attendance, survey, and stakeholder data will guide decisions. No additional funding is required.

Establish Goals Based on Prioritized Needs and Stakeholder Input

Timeline: June 1–August 2026 and Ongoing

Using the data review, the school will establish measurable goals aligned to prioritized needs and stakeholder input. Goals will address academic achievement, attendance, school culture, student readiness, and educator effectiveness. The School Leadership Team, parents, community partners, teachers, and PCG will collaborate to ensure goals address factors affecting student success. Goals will be reviewed and revised as new data becomes available. No additional funding is required.

Develop the School Improvement Plan

Timeline: June 1–August 2026 and Ongoing

Westside Middle School will develop a comprehensive School Improvement Plan (SIP) identifying strengths, priority needs, measurable goals, strategies, action steps, responsibilities, timelines, and monitoring procedures. School leaders, teachers, parents, community partners, PCG, and district support personnel will contribute. The SIP will prioritize academic achievement, attendance, school culture, and other identified needs. The plan will be reviewed and revised throughout the year. No additional funding is required.

Create the Action Plan and Assign Responsibilities

Timeline: July 1, 2026 and Ongoing

The school will create an action plan identifying strategies, responsibilities, timelines, expected outcomes, and monitoring procedures. Stakeholders will include the School Leadership Team, parents, community partners, teachers, MSCS RTI² Advisor, MSCS SPED Advisor, MSCS ESL Advisor, and PCG. Roles will be clearly communicated and assigned. Progress will be reviewed during leadership and stakeholder meetings, with adjustments made as needed. No additional funding is required.

IMPLEMENTATION

Communicate the SIP and Action Plan to All Stakeholders

Timeline: July 2026 and Ongoing

The school will communicate SIP goals, action-plan expectations, timelines, responsibilities, and performance expectations to all stakeholders. The School Leadership Team, parents, community partners, teachers, district advisors, and PCG will receive regular updates and opportunities for feedback. Stakeholders will implement assigned responsibilities with fidelity. Meetings, communication platforms, data reports, and SIP updates will support implementation. No additional funding is required.

Use Teacher Evaluation and PD Data to Guide Professional Development

Timeline: July 2026 and Ongoing

The school will use teacher evaluations, classroom observations, learning walks, and PD surveys to identify educator needs and design professional development that supports continuous improvement. PD will be aligned to instructional needs and include job-embedded learning. Success will be demonstrated through teacher feedback and improved instructional practice. Lesson observations, learning walks, staff surveys, and PD cycles will monitor progress. Funding will be supported through SSIG 3.0 and TAG 6.0.

Align Curriculum, Instruction, Assessment, and Teacher Effectiveness

Timeline: July 2026 and Ongoing

The school will ensure curriculum, instructional design, and assessment practices are aligned to promote teacher effectiveness and student learning. School leaders, teachers, parents, district advisors, and PCG will collaborate to strengthen instructional consistency. Success will be demonstrated through improved teacher effectiveness and student achievement. Teacher evaluation scores, student performance data, and HQIM implementation will be reviewed through ongoing evaluation, observation, coaching, and data-analysis cycles. Resources include HQIM, assessment/data platforms, and the educator evaluation platform. Funding will be supported through SSIG 3.0 and TAG 6.0.

REVISION OF THE SCHOOL PLAN THROUGHOUT THE YEAR

Conduct Regular Check-Ins

Timeline: August 2026–May 2027 and Ongoing

The school will conduct regular check-ins to assess progress toward SIP goals and determine whether strategies are producing expected outcomes. The School Leadership Team, parents, teachers, district advisors, and PCG will participate. Academic, attendance, behavior, culture, and implementation data will be reviewed, and stakeholder feedback will inform adjustments. Meeting agendas, SIP goals, progress-monitoring data, and action-plan updates will guide the process. No additional funding is required.

Evaluate the Overall School Improvement Plan

Timeline: May–June 2027

At the end of the school year, Westside Middle School will conduct a comprehensive evaluation of the SIP. The team will compare beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) data to determine progress and strategy effectiveness. The evaluation will examine teacher effectiveness, student achievement, attendance, parent engagement, school culture, and progress toward SIP goals. Successful strategies will be incorporated into regular practices, while ineffective strategies will be revised or replaced. Findings will inform the next improvement cycle. No additional funding is required.

Continuous Improvement and Monitoring

Timeline: Ongoing Throughout the 2026–2027 School Year

Westside Middle School will maintain a continuous improvement cycle of

Plan → Implement → Monitor → Analyze → Adjust → Reassess. Leaders and stakeholders will regularly review data to determine whether action steps are implemented with fidelity and produce measurable improvements. When progress is insufficient, the team will identify barriers, provide support, revise strategies, and establish new monitoring timelines. The SIP will remain a living document responsive to student, educator, and school needs. Documentation of meetings, data reviews, progress monitoring, revisions, and stakeholder feedback will provide evidence of implementation and support continuous improvement in academic achievement, attendance, school culture, educator effectiveness, and student success.

STAKEHOLDER INVOLVEMENT — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
6. THERE IS A GENERAL DESCRIPTION OF THE SCHOOL PLANNING TEAM'S INVOLVEMENT IN THE DEVELOPMENT OF THE PLAN AND ITS REVIEW AND UPDATE.	☒	☐	
7. ADDITIONAL PRIORITY/CSI COMPONENTS: -SCHOOLS ASSIGNED TO TIER 1 OR TIER 2 OF THE TIERED INTERVENTION SYSTEM MUST PARTNER WITH THE LEA TO DEVELOP A SCHOOL TURNAROUND PLAN. AN LEA REPRESENTATIVE MUST ASSIST IN THE DEVELOPMENT OF THE PLAN AND BE INCLUDED IN THE IDENTIFY TEAM SECTION.	☒	☐	
8. ADDITIONAL PRIORITY/CSI COMPONENTS: -SCHOOLS ASSIGNED TO TIER 1 OR TIER 2 OF THE TIERED INTERVENTION SYSTEM MUST PARTNER WITH THE CONTRACTED TURNAROUND EXPERT (PUBLIC CONSULTING GROUP-PCG) TO DEVELOP A SCHOOL TURNAROUND PLAN. A REPRESENTATIVE(S)	☒	☐	

Well-rounded Education

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high-quality materials.

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Schools who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

- a detailed description of the school's vision for a well-rounded education;
- a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the school's vision;
- actions the school will take over the next three years to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the school's vision; and
- specific local, state, and federal funding sources that support the school's efforts.

Westside will use Year 1 data to address participation gaps by expanding clubs, enrichment, career exploration, leadership, STEM, technology, arts, health, and wellness opportunities. Early postsecondary and career awareness will be strengthened. Additional supports will be provided to students with limited participation. Partnerships will be expanded, staff will receive professional learning on inclusive practices, and participation will be monitored each semester.

Year 3: Sustain, Evaluate, and Institutionalize

Timeline: 2028–2029

Westside will evaluate the three-year plan and institutionalize successful practices. Participation and achievement data will be compared with the Year 1 baseline, remaining gaps will be addressed, and student and family feedback will be reviewed. Successful partnerships and enrichment practices will continue and be integrated into the long-term instructional plan. Annual equity reviews will ensure continued access for SWD and other applicable groups.

Funding Sources

Westside will braid multiple funding sources to support its well-rounded education vision. Sources may include Title I, Part A, Tennessee Department of Education allocations and initiatives, Shelby County and district-supported programs, school activity and athletic funds,

applicable federal grants, local grants and educational foundations, business and community sponsorships, and higher education and community partnerships.

Monitoring and Accountability

The principal and leadership team will conduct an annual Well-Rounded Education Access Review examining course enrollment, extracurricular and athletic participation, enrichment, career and college readiness, attendance, achievement, and subgroup participation.

Special attention will be given to SWD and other applicable groups to determine whether students have equitable access and whether additional supports are needed. Participation data will be reviewed annually, with more frequent monitoring when disparities are identified. Findings will guide scheduling, staffing, family engagement, student supports, partnerships, and program adjustments.

Westside Middle School's goal is to ensure every student can discover a strength, develop a talent, participate in meaningful experiences, and see a clear pathway from middle school to future success.

WELL-ROUNDED EDUCATION — ADVISOR FEEDBACK

Well-Rounded Education Vision and Access Plan

Description of the School Vision

Westside Middle School believes a well-rounded education prepares every student to be academically successful, socially and emotionally healthy, physically active, creatively engaged, technologically proficient, and prepared for college, career, and life beyond middle school. Our vision extends beyond ELA, mathematics, science, and social studies. Students will have opportunities to discover talents, develop interests, build relationships, practice leadership, and connect learning to future opportunities.

Westside will provide access to arts, athletics, health and wellness, technology, career exploration, enrichment, leadership, and early postsecondary opportunities. Students will engage in rigorous academics while developing communication, collaboration, creativity, critical thinking, problem-solving, self-management, and leadership skills.

The school will ensure students with disabilities (SWD) and other applicable groups are not excluded because of disability, academic need, socioeconomic status, attendance, language, or other barriers. Student data, IEPs, accommodations, differentiated instruction, inclusive scheduling, family engagement, and targeted supports will promote meaningful participation.

Courses and Opportunities Beyond Core Subjects

Grades 6–8

Arts and Creativity – General Music and Art: Visual arts, creative expression, music, performance, interdisciplinary projects, and multiple ways to demonstrate learning.

Physical Education, Health, and Well-Being: Physical education, fitness, health education, athletics, intramurals, social-emotional learning, character development, mental wellness, nutrition, and healthy decision-making.

Career Exploration and College/Career Readiness – Computer Science and Comprehensive Guidance Counselor Program: Career exploration, interest inventories, career speakers, community partnerships, STEM and health science exposure, college and career awareness, early postsecondary preparation, and connections between learning and careers.

Technology and Innovation – Computer Science and Code.org: Digital literacy, computer science, STEM, digital citizenship, research, coding, engineering, robotics, and technology-based problem-solving when available.

Leadership and Enrichment – School Ambassadors and SGA: Student leadership, clubs, extracurricular organizations, student government, academic competitions, service learning, mentoring, peer support, and interest-based enrichment.

Athletics: School-sponsored sports that develop teamwork, leadership, discipline, perseverance, collaboration, and sportsmanship, with academic monitoring and support.

Equitable Access, Including Students with Disabilities

Westside will use an equity and access approach to ensure every student has meaningful opportunities to participate. SWD will receive accommodations, supplementary aids, services, and supports identified in their IEPs.

The school will review participation data by subgroup to identify disparities in electives, enrichment, athletics, clubs, and advanced opportunities. Student schedules will be reviewed to prevent unnecessary removal from electives, arts, physical education, athletics, or enrichment because of intervention or support schedules. Inclusive scheduling will maximize access.

Staff will provide supports such as assistive technology, adapted materials, preferential seating, additional time, adult support, modified equipment, and other IEP-required accommodations. General and special education teachers, counselors, administrators, coaches, related-service personnel, and families will collaborate to remove barriers.

Participation and achievement will be monitored for SWD, economically disadvantaged students, English learners, and other applicable subgroups. Families will receive information about available opportunities. When feasible, the school will address barriers involving fees, equipment, transportation, uniforms, attendance, behavior, or other logistical needs.

Three-Year Action Plan

Year 1: Establish Access and Identify Gaps

Timeline: 2026–2027

Westside will establish baseline participation data for courses, activities, and enrichment, disaggregated by grade and applicable subgroups. The school will conduct an equity audit, review the master schedule and IEP accommodations, establish participation-monitoring procedures, increase student and family awareness, identify underrepresented students, and develop partnerships supporting career exploration, STEM, arts, health, and college/career experiences.

Year 2: Expand Opportunities and Targeted Supports

Timeline: 2027–2028

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
9. THE SCHOOL HAS PROVIDED A GENERAL DESCRIPTION OF ITS VISION FOR A WELL-ROUNDED EDUCATION ALIGNED TO ESSA.	☒	☐	
10. THE SCHOOL HAS IDENTIFIED COURSES AND OPPORTUNITIES BEYOND CORE SUBJECTS, ORGANIZED BY GRADE BAND.	☒	☐	
11. THE SCHOOL HAS IDENTIFIED AT LEAST ONE ACTION THE SCHOOL WILL TAKE TO ENSURE EQUITABLE ACCESS FOR ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES.	☒	☐	
12. THE SCHOOL HAS IDENTIFIED AT LEAST ONE LOCAL, STATE, OR FEDERAL FUNDING SOURCE THAT SUPPORTS THE EFFORTS.	☒	☐	

Disciplinary Practices

Describe the following:

- How the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.
- The behavioral supports available for students with disabilities and how the school ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.

How the school will review and analyze student discipline data?

Westside Middle School will review discipline data monthly and by student subgroup, including students with disabilities, race/ethnicity, gender, and grade level. The leadership team will examine office referrals, suspensions, repeat referrals, referral reasons, locations, times, and lost instructional time to identify patterns and determine whether particular groups of students are disproportionately disciplined. The school will use this information to identify root causes, strengthen classroom and schoolwide behavior supports, and monitor the effectiveness of interventions.

List at least one step to be taken to reduce loss of instructional time due to student discipline.

Westside Middle School will implement a progressive behavior response system that emphasizes prevention, restorative practices, and interventions before removing students from instruction whenever appropriate. Minor behaviors will be addressed through classroom-based interventions, restorative conversations, check-ins, and other supports. Administrators will monitor the amount of instructional time lost to discipline and work to reduce unnecessary removals from class.

List the behavioral supports available for students with disabilities and how the school ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.

Students with disabilities will have access to behavioral supports aligned with their IEPs, including positive behavior interventions, check-ins/check-outs, behavior goals, counseling or social-emotional supports, structured routines, adult mentoring, restorative practices, and individualized behavior plans when needed. When appropriate, the school will use Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) to address the underlying causes of behavior.

The school will ensure discipline practices are consistent, equitable, and data-driven by reviewing discipline referrals and consequences by subgroup. Administrators will monitor disproportionate referrals, removals, and suspensions and provide staff training on culturally responsive classroom management, de-escalation, restorative practices, and appropriate responses to student behavior. For students with disabilities, the school will follow all applicable IDEA requirements, including reviewing the relationship between a student's disability and behavior when required. This process will help ensure that disability, race, or other student characteristics do not result in unequal or inappropriate disciplinary outcomes.

DISCIPLINARY PRACTICES — ADVISOR FEEDBACK

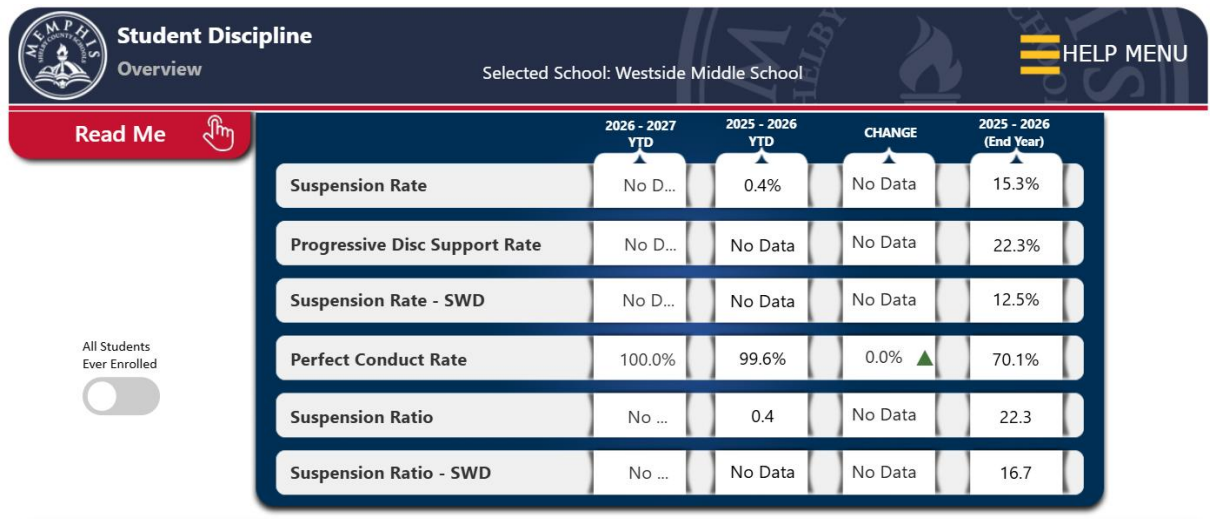
RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
13. THE SCHOOL HAS PROVIDED AT LEAST ONE STEP TO BE TAKEN TO REDUCE LOST INSTRUCTIONAL TIME DUE TO STUDENT DISCIPLINE.	☒	☐	

Safe, Supportive, and Healthy Environments

Describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and how the school will meet those needs. Include in the response:

- A detailed description of the school's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the school will implement to meet those needs.
- Specific local, state, and federal funding sources the school will utilize to provide safe, supportive, and healthy environments in schools.

Provide school climate data



Westside Middle School's discipline data shows a 2025–2026 end-of-year suspension rate of 15.3%, with a 12.5% suspension rate for students with disabilities (SWD). The progressive discipline support rate was 22.3%, while the perfect conduct rate was 70.1%. The 2026–2027 year-to-date data currently shows a 100% perfect conduct rate, compared with 99.6% at the same point last year.

Analyze school climate data

The data indicates that while Westside has a strong start to the 2026–2027 school year, reducing suspensions and increasing the use of progressive and preventive behavior supports remain priorities. The 2025–2026 suspension data also indicates the need to continue monitoring discipline practices to ensure students with disabilities and other subgroups are supported equitably. The school will review discipline referrals, suspension data, locations, behaviors, repeat referrals, and instructional time lost to identify trends and address root causes.

Identify one priority for providing a safe, supportive, and healthy environment.

Priority: Reduce exclusionary discipline and lost instructional time while strengthening proactive behavioral and social-emotional support. Westside Middle School will focus on creating a consistent, supportive school climate where students receive interventions before behaviors escalate and where discipline practices are fair, restorative, and responsive to student needs.

Identify at least one way the school will address the identified priorities for providing a safe, supportive, and healthy environment.

Westside will implement a schoolwide progressive behavior support system that includes restorative conversations, check-ins/check-outs, mentoring, counseling and social-emotional supports, positive behavior interventions, and individualized supports for students with disabilities. The leadership team will review discipline data monthly by subgroup to identify

disparities and monitor lost instructional time. Staff will receive training in de-escalation, restorative practices, classroom management, and culturally responsive behavior strategies.

SAFE, SUPPORTIVE & HEALTHY ENVIRONMENTS — ADVISOR FEEDBACK			
RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
14. THE SCHOOL HAS PROVIDED AND ANALYZED SCHOOL CLIMATE DATA TO IDENTIFY AT LEAST ONE PRIORITY FOR PROVIDING A SAFE, SUPPORTIVE, AND HEALTHY ENVIRONMENT.	☒	☐	
15. THE SCHOOL HAS PROVIDED AT LEAST ONE WAY IT WILL ADDRESS THE IDENTIFIED PRIORITIES FOR PROVIDING A SAFE, SUPPORTIVE, AND HEALTHY ENVIRONMENT.	☒	☐	

Integration and Effective Use of Technology in the Classroom

Describe the level of access that students have to technology as part of the instructional program and how the school ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.) Include in the response:

- A detailed description of the level of access students have to technology across all grade bands.
- A detailed description of how the school ensures technology is being utilized effectively by students and educators.
- A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.
- Specific local, state, and federal funding sources that support the integration and effective use of technology.

Data and Level of Access to Technology

Data and Level of Access to Technology

Westside Middle School provides 1:1 student-to-device access for grades 6–8 through school-issued or school-provided devices. Students use devices for daily instructional tasks, digital texts, standards-aligned practice, common assessments, intervention, research, and feedback.

Effective Use and Monitoring

Teachers integrate technology through lesson plans, classroom walkthroughs, student work, Lumos assessments, i-Ready tools, and other approved instructional platforms. The principal, assistant principal, Dean of Curriculum and Instruction, and instructional coach review use during walkthroughs and PLC data cycles.

Challenges and Response

Priority challenges include inconsistent instructional use across classrooms, device damage or repair needs, and varying levels of teacher proficiency. The school will maintain a device inventory and repair log, provide job-embedded training, and monitor alignment between digital tasks and grade-level standards monthly.

Funding Sources

Title I, SSIG 3, TAG 6, district technology allocations, and other available local, state, and federal resources will support devices, platforms, repairs, and professional learning.

TECHNOLOGY — ADVISOR FEEDBACK			
RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
16. THE SCHOOL HAS PROVIDED DATA AND DESCRIBED THE LEVEL OF ACCESS TO TECHNOLOGY THAT STUDENTS HAVE AS PART OF THE INSTRUCTIONAL PROGRAM.	☒	☐	Add the ratio of student to device access. School feedback completed.
17. THE SCHOOL HAS IDENTIFIED AT LEAST ONE CHALLENGE FACED IN INTEGRATING TECHNOLOGY INTO PRACTICE.	☒	☐	
18. THE SCHOOL HAS IDENTIFIED AT LEAST ONE STEP TO BE TAKEN TO ADDRESS THE IDENTIFIED CHALLENGES.	☒	☐	
19. THE SCHOOL HAS IDENTIFIED AT LEAST ONE POSSIBLE FUNDING SOURCE FOR INCREASING ACCESS TO TECHNOLOGY.	☒	☐	

Parent and Family Engagement

Describe the barriers that exist to greater engagement by families and how the school is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities) and how is the school addressing those barriers. Include in the response:

- A description of the barriers that exist to greater engagement by families and how the school is addressing those barriers.
- The strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with the student academic achievement in the school.
- A description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students, black, Hispanic, Native American students, English learners, students with disabilities).

Parent and Family Engagement

Westside Middle School recognizes that strong family and community engagement is essential to improving student achievement, attendance, behavior, and overall school success. The school is committed to meaningful two-way partnerships that are accessible, culturally responsive, and connected to student outcomes. Westside will use achievement, attendance, discipline, and family engagement data to identify barriers and improve engagement strategies.

Barriers to Family Engagement and School Response

Potential barriers include work schedules, transportation, limited awareness of school programs and academic expectations, inconsistent communication, limited technology or internet access, previous negative school experiences, language barriers, and competing family responsibilities. Some families may also need additional support understanding grades, assessments, and academic expectations.

Westside will address these barriers through phone calls, text messages, email, social media, the school website, newsletters, and in-person communication. Meetings and activities will be offered at varied times when possible. Families will receive clear, user-friendly information about grades, attendance, TCAP performance, academic expectations, behavior, and available supports.

The school will prioritize proactive communication rather than contacting families only when concerns arise. Teachers, administrators, counselors, the attendance liaison, instructional staff, and support personnel will build positive relationships with families and connect them with resources when additional support is needed.

Strategies for Meaningful, Academically Aligned Engagement

Family engagement activities will be interactive and directly connected to academic needs identified through student data. Priorities will include literacy, mathematics, science, attendance, and student ownership of academic progress. Families will receive opportunities to understand TCAP results, classroom performance, grade-level standards, intervention plans, and strategies for supporting learning at home.

Teachers will provide practical resources for reinforcing reading, writing, mathematics, and content-area learning. Community partners will provide mentoring, enrichment, college and career awareness, and resources that support student success. Activities will be evaluated using participation, family feedback, and evidence of impact on achievement, attendance, and engagement.

Planned Family and Community Engagement Activities

1. **TCAP Data and Academic Achievement Night:** Families will learn to understand TCAP results, identify strengths and growth areas, and establish academic goals.

2. **Family Literacy and Reading Night:** Families will participate in activities focused on comprehension, vocabulary, fluency, writing, and Tennessee ELA standards and receive take-home resources.
3. **Family Math Night:** Teachers will model grade-level mathematics strategies and problem-solving activities families can use at home.
4. **Academic Progress and Grade-Level Conferences:** Families will review grades, assignments, attendance, assessments, interventions, and academic goals with teachers.
5. **Student-Led Academic Conferences:** Students will share grades, assessment data, goals, strengths, and areas for improvement to promote ownership and accountability.
6. **Homework and Study Skills Workshop:** Families will learn strategies for homework routines, assignment monitoring, studying, and developing student independence.
7. **Family Attendance and Academic Success Campaign:** Families will learn how attendance affects achievement. Students with attendance concerns will receive individualized outreach and support.
8. **STEM Family Event:** Students and families will participate in hands-on activities connected to science and mathematics standards while exploring STEM careers.
9. **English Learner Family Academic Engagement Night:** Families of English Learners will receive translated or language-accessible information about academic expectations, grades, TCAP, attendance, interventions, and strategies for supporting learning. Interpretation will be provided as needed.
10. **Special Education Family Partnership Meetings:** Families of students with disabilities will discuss IEP goals, academic progress, accommodations, interventions, and strategies for supporting achievement at home.
11. **College and Career Readiness Family Night:** Families will learn about course expectations, high school readiness, career pathways, postsecondary opportunities, and skills needed for future success.
12. **Community Resource and Family Support Fair:** Community organizations will connect families with academic, health, wellness, youth, employment, food assistance, mentoring, and other resources.
13. **Family Technology and Digital Learning Workshop:** Families will learn to access school platforms, monitor grades and assignments, communicate with teachers, and support responsible technology use.

14. **Quarterly Family School Improvement Forums:** Families and community stakeholders will receive updates on achievement, attendance, school climate, and SIP progress and provide feedback to inform future engagement.

Engagement of Historically Underserved Student Groups

Westside will intentionally engage families of historically underserved students by removing barriers and ensuring inclusive opportunities. Participation data will be monitored to determine whether economically disadvantaged families, Black and Hispanic families, English Learner families, and families of students with disabilities participate at equitable rates.

For economically disadvantaged families, the school will provide flexible meeting times, accessible communication, and connections to school and community resources. For Black and Hispanic families and other underserved groups, Westside will provide culturally responsive opportunities for families to share perspectives and participate in decisions affecting student achievement and school improvement.

For English Learner families, the school will provide translated communications and interpretation as needed. Families of students with disabilities will receive accessible communication and opportunities to participate in IEP meetings, academic planning, progress monitoring, and discussions regarding interventions and accommodations.

Monitoring and Evaluation

Westside will monitor family and community engagement using participation rates, surveys, conference attendance, communication logs, attendance data, grades, assessment results, and other achievement indicators. The leadership team will review data periodically to determine which strategies are effective and where additional outreach is needed.

The ultimate goal is to move family engagement beyond attendance at school events toward **active family-school partnerships focused on student achievement**. Westside will strengthen two-way communication and ensure families have the knowledge, resources, and opportunities needed to support their children's academic success.

PARENT & FAMILY ENGAGEMENT — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
20. THE SCHOOL PROVIDES A GENERAL DESCRIPTION OF FAMILY AND COMMUNITY ENGAGEMENT ACTIVITIES TO BE IMPLEMENTED.	☒	☐	
21. AT LEAST HALF OF THE FAMILY AND COMMUNITY ENGAGEMENT ACTIVITIES DESCRIBED HAVE AN ACADEMIC FOCUS AND ARE ALIGNED TO THE ACADEMIC NEEDS OF THE SCHOOL.	☒	☐	
22. THERE IS AT LEAST ONE ACTIVITY TO ENGAGE PARENTS AND FAMILIES OF ENGLISH LEARNERS. (IF APPLICABLE)	☒	☐	

Professional Learning for Educators

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

- A description of educator and school leader needs in regards to professional development and how the school determines those needs.
- A description of professional development opportunities implemented by the school to meet those needs, including opportunities that address the needs of educators in the school to teach all learners, including those with disabilities.

Professional Development for Teachers, Principals, and Other School Leaders

Professional Development for Teachers

Teacher learning will address standards-based Tier 1 instruction, the 30-Day Instructional Growth Cycle, assessment literacy, differentiation, intervention, classroom management, and supports for students with disabilities and English learners. PCG (Public Consulting Group), funded through SSIG 3, will provide teacher coaching and professional development aligned to the turnaround plan. The TAG 6 instructional coach will model lessons, lead PLC planning, analyze student work, and conduct coaching cycles. The SSIG 3 Math Instructional Coach will strengthen math content knowledge, standards alignment, and data-driven reteaching. Global Consultants, funded through SSIG 3, will provide training in culture, climate, collaboration, and instructional leadership.

Professional Development for School Leaders

PCG will coach the principal and leadership team in turnaround planning, observation and feedback, strategy monitoring, and continuous improvement. School leaders will participate in leadership coaching, calibration walks, data reviews, and professional learning provided by PCG and Global Consultants. The leadership team will use Project Coach evidence, walkthrough trends, student outcomes, and staff feedback to identify needs and assess transfer to practice.

Monitoring

Implementation will be monitored through sign-in sheets and agendas after each session, coaching logs biweekly, PLC artifacts monthly, and walkthrough evidence monthly. Effectiveness will be reviewed quarterly through common-assessment growth, instructional-practice trends, and Project Coach evidence.

PROFESSIONAL LEARNING — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
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23. THE SCHOOL HAS PROVIDED A GENERAL DESCRIPTION OF PLANNED PROFESSIONAL DEVELOPMENT ACTIVITIES FOR TEACHERS AND LEADERS.	☒	☐	Add PCG (Public Consulting Group) from SSIG 3 to the professional development section for teachers and school leaders. They will provide coaching and professional development for both. Add how the instructional coach from TAG 6 will assist with coaching and professional development for teachers. Add how Global Consultants from SSIG 3 will provide professional development for teachers. Add how Math Instructional Coach from SSIG 3 will assist with coaching and professional development. School completed the feedback.
24. THE PLANNED PROFESSIONAL DEVELOPMENT ACTIVITIES ARE DESCRIBED TO DEMONSTRATE THE LIKELIHOOD OF POSITIVE IMPACT ON STUDENT ACADEMIC ACHIEVEMENT AND TEACHER AND LEADER CAPACITY.	☒	☐	
25. THE PROFESSIONAL DEVELOPMENT ACTIVITIES DESCRIBED ADDRESS AT LEAST ONE OF THE NEEDS IDENTIFIED IN THE NEEDS ASSESSMENT.	☒	☐	

Educator Placement

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

- The process in place to review and analyze educator placement.
- Steps the school takes to address any disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Strategies to Address Identified Disparities

If data indicate that economically disadvantaged or minority students are disproportionately assigned to inexperienced, ineffective, or out-of-field teachers, Westside will prioritize equitable placement of highly effective and appropriately licensed teachers; avoid out-of-field assignments when qualified teachers are available; provide intensive coaching and mentoring to novice and developing teachers; pair developing teachers with experienced colleagues; and monitor achievement and growth by teacher, grade, subject, and student group.

The school will work with district Human Resources to address hard-to-staff positions through recruitment and retention strategies, review vacancies and long-term substitute assignments, and consider teacher effectiveness, experience, licensure, and student needs when making staffing decisions. Individualized licensure and professional-development plans will be developed when additional credentials are needed. The school will also strengthen induction and mentoring for early-career teachers and address working conditions or professional support needs that may contribute to turnover. SSIG 3 recruitment bonuses will be offered to eligible certified teachers in approved high-need positions, using the grant's eligibility requirements, service commitments, and documentation.

Monitoring and Accountability

The principal will maintain overall responsibility for equitable educator placement. The assistant principal, dean of curriculum and instruction, instructional coach, Teacher Licensure Representative, and appropriate district personnel will provide supporting data and monitoring.

The leadership team will document identified disparities, corrective actions, responsible personnel, timelines, and progress-monitoring results. Findings will inform master scheduling, teacher assignments, recruitment and hiring, licensure planning, professional development, coaching, mentoring, retention, and student intervention planning.

Westside Middle School's goal is to ensure every student—including economically disadvantaged and minority students—has equitable access to highly effective, experienced, and appropriately licensed educators. Through continuous review and collaboration among school leadership, the Teacher Licensure Representative, district personnel, and teachers, Westside will proactively address placement disparities while strengthening its ability to recruit, develop, and retain a highly qualified educator workforce.

EDUCATOR PLACEMENT — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
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26. THE SCHOOL HAS PROVIDED A GENERAL DESCRIPTION OF THE PROCESS USED TO REVIEW AND ANALYZE STUDENT AND TEACHER DATA TO DETERMINE WHETHER LOW-INCOME AND MINORITY STUDENTS ARE BEING TAUGHT BY INEFFECTIVE, INEXPERIENCED, OR OUT-OF-FIELD TEACHERS AT A HIGHER RATE THAN OTHER STUDENTS.	☒	☐	
27. THE SCHOOL HAS PROVIDED AT LEAST ONE PROCEDURE TO ENSURE EQUITABLE ACCESS TO HIGHLY EFFECTIVE TEACHERS AND ADDRESS IDENTIFIED DISPARITIES.	☒	☐	Add how recruitment bonuses for certified teachers from SSIG 3 will be used. School completed the feedback.

Identify Priorities and Root Causes

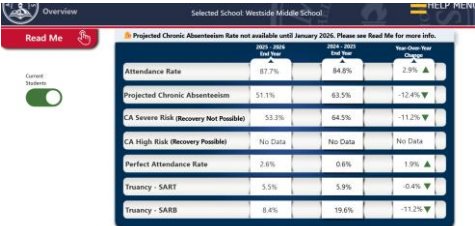
Using provided, local, and other available data, school planners must conduct a thorough needs assessment that includes the identification of strengths and challenges, articulation of clear priorities, and identification of prior strategies that supported improvements and root causes that may have limited the gains experienced in the priority area.

Identified priorities will serve as the focus for goals for the three-year plan for the school. School planners should identify specific subgroups and other areas of need for use when tailoring the inherited goals and/or adding goals to address the school context.

School-level data has been provided through TNShare to each district. District-level planners with access to the data should provide the data file to school planning teams.

Data analysis must include the following required areas: ELA, math, college career readiness and/or ACT/SAT, graduation rate, and student attendance. Upon completion, identify the school's areas of overall and greatest need for improvement for the next 3 years.		
Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus area, grade bands, subgroups, etc. For any area required for analysis that is not identified for improvement, state the area and "No improvement identified." For	Prior strategies that have supported improvements Include evidence of success by referencing the benchmark indicators identified for the strategy.	Root cause for slow or limited gains in the priority area

example, Student attendance – No improvement identified.																																										
Westside Middle School is experiencing low student mathematics proficient and TVAAS growth across classrooms.	No improvement was identified Subject Growth Index <table><thead><tr><th></th><th></th><th>Grades 3-8 English Language Arts 4th-8th Grade</th><th>Grades 3-8 Math 4th-8th Grade</th><th>Grades 3-8 Social Studies 6th-8th Grade</th></tr></thead><tbody><tr><td>2026</td><td>6</td><td>-1.21</td><td>-3.64</td><td>1.26</td></tr><tr><td></td><td>7</td><td>-1.78</td><td>-1.95</td><td>-2.63</td></tr><tr><td></td><td>8</td><td>0.33</td><td>1.69</td><td>-0.01</td></tr></tbody></table> Subject Achievement Enter → Exit <table><thead><tr><th></th><th></th><th>Grades 3-8 English Language Arts 4th-8th Grade</th><th>Grades 3-8 Math 4th-8th Grade</th><th>Grades 3-8 Social Studies 6th-8th Grade</th></tr></thead><tbody><tr><td>2026</td><td>6</td><td>34.5 → 32.4</td><td>35.8 → 29.8</td><td>308.0 → 311.3</td></tr><tr><td></td><td>7</td><td>34.2 → 31.9</td><td>32.2 → 29.6</td><td>302.0 → 295.2</td></tr><tr><td></td><td>8</td><td>34.2 → 34.6</td><td>29.5 → 31.7</td><td>296.6 → 296.7</td></tr></tbody></table>			Grades 3-8 English Language Arts 4th-8th Grade	Grades 3-8 Math 4th-8th Grade	Grades 3-8 Social Studies 6th-8th Grade	2026	6	-1.21	-3.64	1.26		7	-1.78	-1.95	-2.63		8	0.33	1.69	-0.01			Grades 3-8 English Language Arts 4th-8th Grade	Grades 3-8 Math 4th-8th Grade	Grades 3-8 Social Studies 6th-8th Grade	2026	6	34.5 → 32.4	35.8 → 29.8	308.0 → 311.3		7	34.2 → 31.9	32.2 → 29.6	302.0 → 295.2		8	34.2 → 34.6	29.5 → 31.7	296.6 → 296.7	Root Cause within the school's control: Westside Middle School has not yet fully implemented a consistent, schoolwide mathematics instructional system that requires teachers and leaders to use priority standards, student-level data, common formative assessments, error analysis, targeted reteaching, and progress monitoring within a defined instructional cycle. As a result, instructional responses to student misconceptions and unfinished learning have varied across classrooms, limiting both mathematics proficiency and student growth.
		Grades 3-8 English Language Arts 4th-8th Grade	Grades 3-8 Math 4th-8th Grade	Grades 3-8 Social Studies 6th-8th Grade																																						
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		Grades 3-8 English Language Arts 4th-8th Grade	Grades 3-8 Math 4th-8th Grade	Grades 3-8 Social Studies 6th-8th Grade																																						
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Climate & Access: Student Attendance (Absenteeism) All 6th - 8th Grade Students	Provide opportunities to meaningfully engage families to support their child's learning: Contact families promptly when absences occur. Conduct attendance conferences with families of students who demonstrate repeated absences and provide resources and support to address barriers. Encourage good attendance through incentive programs that award students for improved attendance, such as monthly	Root cause within the school's control: Westside Middle School has not yet fully implemented a consistent, schoolwide early-warning and attendance-response system that identifies students at the first signs of attendance risk, determines the underlying barriers, assigns responsibility, provides timely tiered interventions, engages families, and monitors whether the interventions improve attendance. As a result,																																								

	recognition, certificates or small prizes.- Recognize students, classrooms, and grade levels demonstrating improved attendance and reduced tardiness. Use short-term incentives to encourage consistent daily attendance. Improvement is minor and a more systemic approach is to be implemented to have a substantial impact on decreasing the chronic absenteeism rate. 	attendance concerns may continue or intensify before supports are adjusted, contributing to high chronic absenteeism in grades 6–8.
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PRIORITIES & ROOT CAUSES — ADVISOR FEEDBACK			
RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
28. THE SCHOOL REVIEWED THE DATA THAT INCLUDES BUT IS NOT LIMITED TO EACH OF THE REQUIRED DATA SECTIONS (I.E. ACADEMIC ACHIEVEMENT AND GROWTH- ELA (GRADE 3, EARLY LITERACY, GRADES 4-12) AND MATH (GRADES K-12), GRADUATION RATE, COLLEGE AND CAREER READINESS AND/OR ACT/SAT, STUDENT ATTENDANCE).	☒	☐	Make sure to review the data for each data section. Showing some conflict. School completed the feedback.
29. THE SCHOOL HAS IDENTIFIED NEEDS.	☒	☐	Make sure to review the five whys again. Showing inconsistencies with challenges and improvements. School completed the feedback.
30. THE SCHOOL HAS PRIORITIZED AREAS OF IMPROVEMENT FOR THE NEXT THREE YEARS (IDEALLY 3-5).	☒	☐	
31. THE SCHOOL HAS PROVIDED A DESCRIPTION OF PROGRESS AND CHALLENGES THAT MAY OR MAY NOT HAVE	☒	☐	Add an explanation with the prior strategies that

CONTRIBUTED TO THE OUTCOMES FOR THE IDENTIFIED AREAS OF IMPROVEMENT, AS APPLICABLE.			support the improvement showing how progress contributed to the identified areas of improvement. School completed the feedback.
32. THE SCHOOL HAS PROVIDED A DESCRIPTION OF PRIOR STRATEGIES THAT MAY OR MAY NOT HAVE CONTRIBUTED TO THE OUTCOMES, INCLUDES SOME REFLECTION ON PRIOR YEAR STRATEGIES THAT MAY OR MAY NOT HAVE CONTRIBUTED (POSITIVELY OR NEGATIVELY) TO SCHOOL OUTCOMES.	☒	☐	Review the prior strategies from the 25-26 SIP and use the benchmark indicators for effectiveness to determine if they contributed positively. School completed the feedback.
33. THE SCHOOL HAS PROVIDED A DESCRIPTION THAT IDENTIFIES SOME ROOT CAUSES TO EXPLAIN THE REASONS FOR THE CHALLENGES FACED THAT ARE WITHIN THE SCHOOL'S CONTROL TO ACT ON AND VARY APPROPRIATELY BASED ON THE SCHOOL'S DATA.	☒	☐	School will need to meet with advisor to review the five whys documentation to explain how the process works. School completed the feedback.

Goals and Strategies

GOALS — ADVISOR FEEDBACK			
RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
34. THE SCHOOL HAS REVIEWED THE AREAS OF IMPROVEMENT AND HAS IDENTIFIED A REASONABLE NUMBER OF 3-YEAR GOALS (IDEALLY 3-5).	☒	☐	Delete goal 5; Should be added as strategies under the academic goals. School completed the feedback.

35. THE GOALS ADEQUATELY ALIGN TO THE IDENTIFIED AREAS OF IMPROVEMENT.	☒	☐	The identified areas of improvement have not been determined correctly. Will need to revisit the Five Whys. School completed the feedback.
36. THE GOALS ARE SMART (SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT, AND TIME-BOUND) AND INCLUDE COMPONENTS THAT ADDRESS WHAT IS TO BE IMPROVED, FOR WHOM, THE AMOUNT OF EXPECTED IMPROVEMENT, AND BY WHEN.	☒	☐	
37. THE SCHOOL HAS PROVIDED ADEQUATE AND MOSTLY HIGH-QUALITY GOAL STATEMENTS.	☒	☐	
38. THE SCHOOL HAS PROVIDED GOAL STATEMENTS THAT ARE ACCOMPANIED BY AMBITIOUS BUT ATTAINABLE ANNUAL TARGETS LEADING TO THE THREE-YEAR GOAL.	☒	☐	Review the annual targets for the subgroups. No goal for each subgroup was included. Not sure if the goal for 2026-29 for all is the same for all subgroups. School completed the feedback.
39. ADDITIONAL PRIORITY/CSI COMPONENT: -THREE-YEAR GOALS CLEARLY OUTLINE A PATHWAY TO ACHIEVE PRIORITY/COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) EXIT CRITERIA (SCHOOL'S ONE YEAR SUCCESS RATE FOR THE ALL STUDENTS GROUPS EXCEEDS THE 10TH PERCENTILE IN THE STATE IN BOTH OF THE TWO MOST RECENT YEARS; SCHOOL'S ONE-YEAR SUCCESS RATE FOR THE ALL STUDENTS GROUP EXCEEDS THE 15TH PERCENTILE IN THE STATE IN THE MOST RECENT YEAR; SCHOOL EARNS A TVAAS COMPOSITE LEVEL OF 4 OR 5 IN TVAAS NUMERACY COMPOSITE AND TVAAS LITERACY COMPOSITE FOR BOTH OF THE TWO MOST RECENT YEARS; AND/OR SCHOOL WITH GRADUATION RATES GRADUATE AT LEAST 67 PERCENT OF ITS STUDENTS IN BOTH OF THE TWO MOST RECENT YEARS) .	☒	☐	Goals for subgroups were not provided for each goal. These will be used to assist schools with exiting versus looking at the goal from an all perspective only. School completed the feedback.
40. ADDITIONAL PRIORITY/CSI COMPONENT: ANNUAL TARGETS MUST REFLECT A PATHWAY TO MEET PRIORITY/COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) EXIT CRITERIA. (SCHOOL'S ONE YEAR SUCCESS RATE FOR THE ALL STUDENTS GROUPS EXCEEDS THE 10TH PERCENTILE IN THE STATE IN BOTH OF THE TWO MOST RECENT YEARS; SCHOOL'S ONE-YEAR SUCCESS RATE FOR THE ALL STUDENTS GROUP EXCEEDS THE 15TH PERCENTILE IN THE STATE IN THE MOST RECENT YEAR; SCHOOL EARNS A TVAAS COMPOSITE LEVEL OF 4 OR 5 IN TVAAS NUMERACY COMPOSITE AND TVAAS LITERACY COMPOSITE FOR BOTH OF THE TWO MOST RECENT YEARS; AND/OR SCHOOL WITH GRADUATION RATES GRADUATE AT LEAST 67 PERCENT OF ITS STUDENTS IN BOTH OF THE TWO MOST RECENT YEARS) .	☒	☐	Annual targets for subgroups were not provided for each annual target. These will be used to assist schools with exiting versus looking at the annual

			target from an all perspective only. School completed the feedback.
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Goal 1: Grade 3 ELA (Required)- N/A

___% of students will score proficient on the 3rd grade TCAP by ____.
(Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.)

Year	Annual Target (At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*)	Data Sources
2026-27	N/A	
2027-28		
2028-29		

* Pursuant to Tenn. Code Ann. § 49-3-114, the 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

A goal-setting tool to support school planners in thinking about goals and annual targets is available on the [TDOE Planning Website](#) under School Planning Resources for District Leaders.

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable

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Goal 2

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Goal 2:

By May 2029, Westside Middle School will increase the percentage of all students who meet or exceed expectations for TNReady proficiency in ELA 4.0% to 34.0% in order to meet or exceed the priority/CSI exit criteria.

Increase the percentage of students who meet or exceed expectations of TN Ready proficiency in ELA from:
 BHN: 4.1 to 34.0%
 ED: 3.7 to 34.0%
 ELL: 0.0 to 34.0%
 SWD: 0.0 to 34.0%

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27	By May 2027, Westside Middle School will increase the percentage of all students who meet or exceed expectations for TN Ready proficiency in ELA: Increase the percentage of students who meet or exceed expectations of TN Ready proficiency in ELA from: BHN: 4.1 to 14.2% ED: 3.7 to 13.8% ELL: 0.0 to 11.3% SWD: 0.0 to 11.3%	TN Ready ELA Assessments
2027-28	By May 2028, Westside Middle School will increase the percentage of all students	TN Ready ELA Assessments

	who meet or exceed expectations for TN Ready proficiency in ELA: Increase the percentage of students who meet or exceed expectations of TN Ready proficiency in ELA from: BHN: 14.2 to 24.3% ED: 13.8 to 23.9% ELL: 11.3 to 22.7% SWD: 11.3 to 22.7%	
2028-29	By May 2029, Westside Middle School will increase the percentage of all students who meet or exceed expectations for TN Ready proficiency in ELA: Increase the percentage of students who meet or exceed expectations of TN Ready proficiency in ELA from: BHN: 24.3 to 34.3 ED: 23.9 to 34.0% ELL: 22.7 to 34.0% SWD: 22.7% to 34.0%	TN Ready ELA Assessments

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable
S1: Standard Driven 30-day Instructional Growth Cycle Implement a schoolwide 30- day cycle in which ELA teachers unpack priority standards, plan from TCAP item demands, teacher grade level texts, administer common exit tickets, reteach and complete post-assessments. Actions: Dean of Curriculum and Instruction leads standards and item analysis during PLCs.	Benchmark Indicator Implementation *Twice-monthly PLC agendas and 30-day ELA cycle plans. *Walkthrough and feedback logs in weeks 2 and 4. *Weekly ELA mastery trackers and 30 day cycle assessments. Effectiveness *Each 30-day cycle, 70% of students demonstrate growth and score at least 70% on cycle assessments.		Title I

Teachers maintain student growth trackers and regroup students after each checkpoint. Leaders conduct walkthroughs and give one actionable step with follow-up.	*Quarterly, at least 70% of monitored students improve from baseline on benchmark assessments. *Lumos proficiency projections-BOY, MOY and EOY; Increase projected percentage proficiency per grade in ELA as follows from BOY to EOY 2026-2027 Grade 6 ELA 14.0% to 19% to 24.0% Grade 7 ELA 20.0% to 25% to 30.0% Grade 8 ELA 27.9% to 32.38.0% ELA as follows from BOY to EOY 2027-2028 Grade 6 ELA 24.0% to 29% to 34.0% Grade 7 ELA 30.0% to 35% to 40.0% Grade 8 ELA 38.0% to 43% to .48.0% ELA as follows from BOY to EOY 2028-2029 Grade 6 ELA 34.0% to 39% to 44.0% Grade 7 ELA 40.0% to 45% to 50.0% Grade 8 ELA 48% to 53% to 58%.0%		
S2 Targeted ELA Intervention and Extended Learning (Provide additional supports for students who are failing to make academic progress) Provide standards-specific intervention during RTI2 and structured extended learning opportunities for students below mastery. Actions Use diagnostic and cycle data to place students in skill-specific groups. Deliver evidence-based reading intervention with fidelity. Provide High-Quality Instructional Materials/Supplies/Technology (Lumos and Mountain Math Centers for Language)- provide structured, engaging, and research-based content that supports diverse learning needs, promotes active participation and enables ongoing assessment and feedback.	Implementation *Weekly reading intervention rosters, lesson logs, and fidelity checks. *Every 30 days, regroup at least 80% of students whose results show changed needs. *Biweekly progress-monitoring records. Effectiveness * Each 30-day cycle, 70% of intervention students improve on reading pre/post assessments. *Progress-monitoring growth-weekly/biweekly (Increase 10% percentage of students scoring at the 25th percentile) *10% growth in academic achievement on ELA iReady for students (BOY, MOY and EOY) *Lumos proficiency projections-BOY, MOY and EOY; Increase projected percentage proficiency per grade in ELA as follows from BOY to EOY 2026-2027 Grade 6 ELA 14.0% to 19% to 24.0% Grade 7 ELA 20.0% to 25% to 30.0% Grade 8 ELA 27.9% to 32.38.0% ELA as follows from BOY to EOY 2027-2028		Title I SSIG 3- Instructional Materials and assessment platform (Lumos, Mountain Math Centers, Paper, Pencils)- \$9,485.82

	Grade 6 ELA 24.0% to 29% to 34.0% Grade 7 ELA 30.0% to 35% to 40.0% Grade 8 ELA 38.0% to 43% to .48.0%		
S3 Educator Capacity and Staffing Stability (Support novice or struggling teachers and school leaders through coaching, mentoring resources) Strengthen ELA instruction through job-embedded coaching, PCG support, differentiated professional learning, and recruitment and retention of certified teachers. Actions PCG provides turnaround support and leader and teacher coaching The DCI and Math Instructional Coach (26-27, 27-28) conduct differentiated coaching cycles. The school uses SSIG 3 recruitment bonuses for eligible certified high-need positions under grant requirements. Global Consultant- Power of a Positive Culture- enhance instructional practices and boost student engagement Educational Assistants- provide support with daily instruction and student intervention leading to increased student performance	Implementation *Biweekly ELA coaching logs and lesson/student-work reviews. *Quarterly Project Coach and staffing reviews. *Weekly educational-assistant service logs. Effectiveness * Biweekly/monthly walkthroughs show teacher-action scores of at least 3 in planning, delivery, and assessment. * Biweekly/monthly walkthroughs show teacher-action scores of at least 3. *Quarterly Project Coach reviews show effective or highly effective ratings with a summative score of 3 or higher across teacher and administrator domains. *Maintain the recruitment and hiring of qualified certified or permit teachers of 100%, while-increasing the retention rate from 44% to 80% by the end of the 26-27 school year		Title I SSIG 3- PCG Comprehensive School Analysis Report \$25,000.00; PCG Leader Coaching \$7,875.00; PCG Teacher Coaching \$7,875.00; PCG PD \$4,200.00; PCG Comprehensive School Analysis Report (27-28) \$25,000.00; PCG Leader Coaching (27-28) \$7,875.00; PCG Teacher Coaching (27-28) \$7,875.00; PCG PD (27-28) \$4,200.00; Math Instructional Coach \$65,000.00; Global Consultant \$8,759.23; Retention Bonuses \$5,160.75- Total (\$168,819.98) TAG 6- Educational Assistants (2) \$45,160.77; Math Instructional

			Coach (27-28) \$75,000.00;
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Goal 3

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Goal 3:

By May 2029, Westside Middle School will increase the percentage of all students who meet or exceed expectations for TNReady proficiency in mathematics from 3.1% to 33.0% in order to meet or exceed the priority/CSI exit criteria.

BHN: 3.2 to 33.0%

ED: 3.2 to 33.0%

ELL: 0.0 to 33.0%

SWD: 0.0 to 33.0%

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27	By May 2027, Westside Middle School will increase the percentage of all students who meet or exceed expectations for TN Ready proficiency in mathematics: Increase the percentage of students who meet or exceed expectations of TN Ready proficiency in mathematics from: All: 3.1 to 13.1 BHN: 3.2 to 13.1% ED: 3.2 to 13.1% ELL: 0.0 to 11.0% SWD: 0.0 to 11.0%	TN Ready Math Assessments

2027-28	By May 2028, Westside Middle School will increase the percentage of all students who meet or exceed expectations for TN Ready proficiency in mathematics: Increase the percentage of students who meet or exceed expectations of TN Ready proficiency in mathematics from: All: 13.1 to 23.0 BHN: 13.1 to 23.1% ED: 13.2 to 23.1% ELL: 11.0 to 22.0% SWD: 11.0 to 22.0%	TN Ready Math Assessments
2028-29	By May 2029, Westside Middle School will increase the percentage of all students who meet or exceed expectations for TN Ready proficiency in mathematics: Increase the percentage of students who meet or exceed expectations of TN Ready proficiency in mathematics from: All: 23.0 to 33.0 BHN: 23.1 to 33.0% ED: 23.1 to 33.0% ELL: 22.0 to 33.0% SWD: 22.0 to 33.0%	TN Ready Math Assessments

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description	Benchmark Indicator	Estimated TISA Amount, if applicable.	Other funding source and amount, if applicable
Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Methods for checking progress of implementation and improvement throughout the year.	(Not required for school planning)	
S1 Standards Driven 30-Day Mathematics Growth Cycle Implement a schoolwide 30-day process for priority-standard analysis, explicit modeling, mathematical discourse, common exit tickets,	Benchmark Indicator Implementation *PLC agendas and completed cycle plans-twice monthly; *Walkthrough/coaching feedback logs weeks 2 and 4;		SSIS 3-Math Instructional Coach- PREVIOUSLY LISTED

error analysis, reteaching, and post-assessment. Action Dean of Curriculum and Instruction leads standards and item analysis during PLCs. Math instructional coach leads standards and TCAP item-demand analysis. Teachers use common exemplars and monitor student strategies and misconceptions. Teachers maintain student growth trackers and regroup students after each checkpoint. Leaders complete live-coaching walkthroughs and follow up on actionable steps.	*Weekly mastery trackers and 30-day cycle assessments. Effectiveness *Every 30 days, 70% of students demonstrate growth and score at least 70% on cycle assessments. *Lumos proficiency projections- BOY, MOY and EOY; Increase projected percentage proficiency per grade in math as follows from BOY to EOY 2026-2027 Grade 6 Math 7.3% to 17.3% Grade 7 Math 4.1% to 14.1% Grade 8 Math 9.6% to 19.6% *Quarterly, at least 70% of monitored students improve from baseline.		TAG 6- Math Instructional Coach (27-28)- PREVIOUSLY LISTED
S2 Targeted Mathematics Intervention (Provide additional supports for students who are failing to make academic progress) Provide diagnostic, skill-specific intervention through RTI2 and structured extended learning for students below mastery. Actions Place students using diagnostic and cycle evidence. Deliver interventions matched prerequisite skill gaps. Monitor progress and revise groups after each checkpoint. Provide High-Quality Instructional Materials/Supplies/Technology- provide structured, engaging, and research-based content that supports diverse learning needs, promotes active participation and enables ongoing assessment and feedback.	Implementation *RTI2 rosters and lesson logs-weekly *Progress monitoring records-biweekly *Every 30 days, regroup at least 80% of students whose results show changed needs. Effectiveness *Progress-monitoring growth-weekly and biweekly (Increase by 10% percentage of students scoring at the 25th percentile) *Every 30 days, at least 70% of intervention students improve from entry on the same reading-skill measure. *10% growth in academic achievement on math iReady for students (BOY, MOY and EOY) *Lumos proficiency projections- BOY, MOY and EOY; Increase projected percentage proficiency per grade in math as follows from BOY to EOY 2026-2027		Title I SSIG 3- Instructional Materials and assessment platform (Lumos, Mountain Math Centers, Paper, Pencils)-Previously listed

	Grade 6 Math 7.3% to 12.3% to 17.3% Grade 7 Math 4.1% to 9.1% to 14.1% Grade 8 Math 9.6% to 14.6% to 19.6%		
S3 Mathematics Teacher Capacity (Support novice or struggling teacher and school leaders through coaching, mentoring resources) Strengthen mathematics content knowledge and instructional execution through differentiated professional learning and job-embedded coaching. Actions The Math Instructional Coach models lessons, co-plans, observes, and gives actionable feedback. PCG supports turnaround-aligned teacher and leader development. Global Consultants supports culture, collaboration, and conditions for instruction. The school uses SSIG 3 recruitment bonuses for eligible certified high-need positions under grant requirements. Educational Assistants- provide support with daily instruction and student intervention leading to increased student performance.	Implementation *Biweekly coaching logs and lesson-plan reviews. *Quarterly Project Coach and staffing reviews. *Weekly educational-assistant service logs. Effectiveness *Biweekly/monthly walkthroughs show teacher-action scores of at least 3 in planning, delivery, and assessment. * Biweekly/monthly walkthroughs show teacher-action scores of at least 3. *Quarterly Project Coach reviews show effective or highly effective ratings with a summative score of 3 or higher across teacher and administrator domains. *Maintain the recruitment and hiring of qualified certified or permit teachers of 100%, while-increasing the retention rate from 44% to 80% by the end of the 26-27 school year		Title I SSIG 3- PCG Comprehensive School Analysis Report; PCG Leader Coaching; PCG Teacher Coaching; PCG PD; PCG Comprehensive School Analysis Report (27-28); PCG Leader Coaching (27-28); PCG Teacher Coaching (27-28); PCG PD (27-28); Math Instructional Coach; Global Consultant; Retention Bonuses- Previously listed

Goal 4

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Goal 4:

By May 2029, Westside Middle School will reduce the percentage of all students who are chronically absent from 51.1% to 21.1%, through the consistent implementation of targeted student supports and services.

ED: 55.9 to 21.1%

ELL: 100 to 21.1%

SWD: 58.3 to 21.1%

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27	By May 2027, Westside Middle School will reduce the percentage of all students who are chronically absent from 51.1% to 41.1%. Reduce the percentage of all students who are chronically absent from: ED: 55.9 to 44.3% ELL: 100 to 73.7% SWD: 58.3 to 45.9%	Chronic absenteeism data/files and SIS attendance reports-Power BI
2027-28	By May 2028, Westside Middle School will reduce the percentage of all students who are chronically absent from 41.1% to 31.1%. Reduce the percentage of all students who are chronically absent from: ED: 44.3 to 32.7% ELL: 73.7 to 47.4% SWD: 45.9 to 33.5%	Chronic absenteeism data/files and SIS attendance reports

2028-29	By May 2029, Westside Middle School will reduce the percentage of all students who are chronically absent from 31.1% to 21.1%. Reduce the percentage of all students who are chronically absent from: ED: 32.7 to 21.1% ELL: 47.4 to 21.1% SWD: 33.5 to 21.1%	Chronic absenteeism data/files and SIS attendance reports
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Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable
S1 Early Warning and Tiered Attendance Response Use daily attendance data and defined thresholds to identify risk early, assign a staff case manager, and deliver increasingly intensive school-based responses. Actions • Reconcile attendance daily and contact families the same day. • Review at-risk lists weekly and assign documented Tier 1, Tier 2, or Tier 3 responses. • Hold attendance problem-solving conferences and monitor individual plans.	Benchmark Indicator Implementation *Daily attendance reconciliation and same-day family-contact logs. *Weekly at-risk lists and attendance-plan reviews. Effectiveness *Targeted students missing 10% or more of enrolled days – weekly; *Monthly, review chronic absence against school targets: all students 51.1% to 41.1%; ED 55.9% to 44.3%; ELL 100% to 73.7%; SWD 58.3% to 45.9%.		Title I and local attendance-support resources

S2 Student Belonging and Attendance Reinforcement Build predictable adult connections and recognize improvement in attendance at frequent intervals. Actions Assign check-in adults to students at risk. Implement the 20-Day Attendance Award Initiative and recognize improved attendance. Use student voice data to improve belonging and the daily learning experience.	Implementation *Adult check-in roster/log – weekly *20-day recognition roster – every 20 instructional days *Student belonging survey– quarterly. Effectiveness *Attendance change (increase of 10%) for participating students – every 20 instructional days *Student belonging survey (70%) – quarterly *Monthly, review chronic absence against school targets: all students 51.1% to 41.1%; ED 55.9% to 44.3%; ELL 100% to 73.7%; SWD 58.3% to 45.9%.		Title I, PBIS, and community partner support
S3 Family Partnership and Behavioral Support Engage families in attendance problem-solving and provide supplemental behavioral support that reduces avoidable absences and lost instructional time. Actions	Implementation *Weekly family-contact and Behavior Specialist logs *Monthly referral and lost-instruction reports *Biweekly attendance and behavioral-support logs		Title I, Behavior Specialist, and family engagement funds

Provide monthly attendance education and individualized family resources. • Use ParentSquare and communication logs for two-way follow-up. • The Behavior Specialist provides check-ins, reentry support, restorative circles, and individualized behavior interventions.	Effectiveness *At least 80% of contacted families respond within 10 school days; at least 70% of invited families attend support meetings. *Monthly, students with repeat referrals and total instructional minutes lost each decrease 10% from the first full month. *Biweekly, at least 60% of participating students gain 5 attendance percentage points over the preceding two weeks.		

Goal 5

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Goal 5:

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Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable

Goal 6

State the school’s 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Goal 6:

<Insert and tailor district goal to school specific data and/or context.>

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27		
2027-28		
2028-29		

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable

STRATEGIES, ACTION STEPS & BENCHMARK INDICATORS — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
41. STRATEGY/STRATEGIES SHOW AN ADEQUATELY LOGICAL CONNECTION TO THE IDENTIFIED GOAL(S) BUILDING TO THE THEORY OF ACTION.	☒	☐	School will need to revisit the strategies once the Five Whys are updated. School

			completed the feedback.
42. STRATEGY DESCRIPTIONS CLEARLY AND CONCISELY STATE WHAT THE STRATEGY IS AND ALIGN WITH THE DISTRICT'S EXPECTATIONS FOR IMPLEMENTATION.	☒	☐	School will need to revisit the strategies once the Five Whys are updated. School completed the feedback.
43. ADDITIONAL PRIORITY/CSI COMPONENT: LABEL EACH STRATEGY SEQUENTIALLY AS S1, S2, S3, ETC., AND PLACE EACH ONE IN ITS OWN ROW WITHIN THE TABLE.	☒	☐	
44. ADDITIONAL PRIORITY/CSI COMPONENT: UNDER EACH STRATEGY, INCLUDE AT LEAST ONE BULLETED ACTION THAT DESCRIBES HOW THE STRATEGY WILL BE IMPLEMENTED (FOR EACH GOAL, RESTART THE STRATEGY NUMBER AT S1).	☒	☐	School will need to provide descriptions for each action step to show it supports the strategy. School completed the feedback.
45. ADDITIONAL PRIORITY/CSI COMPONENT: INCLUDE STRATEGIES AND ACTIONS THAT SUPPORT IMPLEMENTATION OF THE TIS INTERVENTION OPTION.	☒	☐	
46. ADDITIONAL PRIORITY/CSI COMPONENT: ACTION STEP(S) SHOW AN ADEQUATELY LOGICAL CONNECTION TO THE STRATEGIES.	☒	☐	School plan states educational assistants and recruitment bonuses will provide professional learning opportunities for district and school leaders. How will both provide professional learning opportunities for district and school leaders? This action step is also listed under S3, which is providing support for teachers. School completed the feedback.
47. ADDITIONAL PRIORITY/CSI COMPONENT: ACTION STEPS ARE APPROPRIATELY NAMED.	☒	☐	School will need to revisit action steps and strategies once the Five Whys have been updated. School

			completed the feedback.
48. ADDITIONAL PRIORITY/CSI COMPONENT: DESCRIPTIONS OF THE ACTION STEPS PROVIDE ADEQUATE DETAIL REGARDING THE ACTIONS TO BE TAKEN.	☒	☐	Provide a description of how educational assistants and recruitment bonuses will be used for S3 (Goal 5)- providing teacher support to assist with recruitment and retention. Action steps do not provide a description of how the action will support the strategy. School completed the feedback.
49. AT LEAST ONE WELL-DEVELOPED BENCHMARK INDICATOR EXISTS FOR EACH STRATEGY IDENTIFIED IN THE PLAN.	☒	☐	School will need to revisit benchmark indicators once action steps and strategies have been revised per the Five Whys corrections. School completed the feedback.
50. THE BENCHMARK INDICATORS IDENTIFIED ARE GENERALLY LEADING (PREDICTIVE) INDICATORS OF THE GOAL AND/OR INCLUDE SOME OUTPUT MEASURES SUCH AS OBSERVED CHANGE IN PRACTICE.	☒	☐	School will need to revisit benchmark indicators once action steps and strategies have been revised per the Five Whys corrections. School completed the feedback.
51. THE BENCHMARK INDICATORS IDENTIFIED ARE GENERALLY SUFFICIENT FOR SHOWING PROGRESS OF THE ASSOCIATED STRATEGY'S IMPLEMENTATION AND IMPROVEMENT TOWARD MEETING THE GOAL USING DATA AND EVIDENCE.	☒	☐	School will need to revisit benchmark indicators once action

			steps and strategies have been revised per the Five Whys corrections. School completed the feedback.
52. THE BENCHMARK INDICATORS IDENTIFIED ARE COLLECTED FREQUENTLY ENOUGH TO SERVE AS LEADING MEASURES (E.G., MORE THAN ONCE A YEAR).	☒	☐	School will need to revisit benchmark indicators once action steps and strategies have been revised per the Five Whys corrections. School completed the feedback.
53. ADDITIONAL PRIORITY/CSI COMPONENT: THE SCHOOL HAS CATEGORIZED BENCHMARK INDICATORS USED TO MONITOR PROGRESS THROUGHOUT THE YEAR INTO "IMPLEMENTATION" AND "EFFECTIVENESS" MEASURES. INCLUDED 2-3 INDICATORS AND INCLUDED FREQUENCY OF MONITORING.	☒	☐	School will need to revisit benchmark indicators once action steps and strategies have been revised per the Five Whys corrections. School completed the feedback.

Additional School Plan Components

Schoolwide Plan (only to be completed by schoolwide schools)

Opportunities for All Students

Describe how the school will ensure that all students, including those from economically disadvantaged backgrounds, major racial and ethnic groups, students with disabilities (SWDs), English learners (ELs), and students identified as at risk of not meeting state academic standards, are provided with meaningful opportunities to meet challenging state academic standards.

Use the information from your strategies in your SIP.

OPPORTUNITIES FOR ALL STUDENTS:

Westside will provide all students, including economically disadvantaged students, BHN students, English learners, and students with disabilities, access to grade-level Tier 1 instruction and the 30-Day Instructional Growth Cycle. Teachers will use common baseline assessments, exit tickets, post-assessments, and student trackers to identify needs early and provide flexible small-group instruction, RTI² intervention, tutoring, summer-learning resources, mentoring, educational experiences, and accommodations. Participation, mastery, attendance, discipline, and access will be reviewed by subgroup every 30 days so leaders can address disparities promptly.

AT-RISK STUDENTS:

Westside Middle School will identify at-risk students using TCAP, TVAAS, benchmark assessments, formative assessments, student work, grades, attendance, behavior, and teacher observations. Through the 30-Day Instructional Growth Cycle, students will receive rigorous grade-level instruction, differentiation, small-group reteaching, RTI² intervention, tutoring, and appropriate supports for students with disabilities and English learners. Teachers and leaders will monitor student growth every 30 days, adjust supports when progress is insufficient, and communicate regularly with families to ensure students have meaningful opportunities to meet Tennessee's challenging academic standards.

Strengthening Academics and Quality Learning

Describe how the school will use methods and instructional strategies that strengthen the academic program in the school and increase the amount and quality of learning time.

Use the information from your strategies in your SIP.**STRENGTHENING ACADEMICS:**

Westside will strengthen the academic program through standards-driven planning, consistent use of high-quality instructional materials, explicit instruction, student discourse, evidence-based writing and mathematical reasoning, frequent checks for understanding, and timely reteaching. PLCs in weeks 1, 3, and 5 will focus on standards, TCAP item demands, lesson preparation, and student work. Walkthroughs, live coaching, and actionable feedback in weeks 2 and 4 will support implementation. Common cycle assessments every 30 days and Lumos BOY, MOY, and EOY data will determine whether students are growing and whether strategies need adjustment. PCG, the DCI, instructional coach, Math Instructional Coach, Global Consultants, and school leaders will provide differentiated professional learning and coaching.

QUALITY LEARNING:

Westside Middle School will strengthen the quality of learning time through rigorous, standards-aligned instruction, high-quality instructional materials, active student engagement, and the 30-Day Instructional Growth Cycle. Teachers will use formative assessments, student-work analysis, small-group instruction, targeted reteaching, RTI² interventions, and differentiated supports to address individual learning needs. PLCs, walkthroughs, LIVE coaching, and actionable feedback will ensure instructional time remains focused on priority standards, grade-level mastery, and measurable student growth.

Targeted Assistance Plan (only to be completed by targeted assistance schools)

Strengthening Academics for Title I Schools

Describe how the school will use methods and instructional practices that strengthen the academic program for identified Title I students.

N/A

Regular Education Coordination

Describe how the school will coordinate the Title I program with the other programs including the regular education program, among others.

N/A

Professional Development

Describe how the Title I-supported professional development activities for teachers (including special educators), principals, other school leaders, paraprofessionals, and, if appropriate, other specialized instructional support personnel will meet the needs of identified Title I students.

N/A

SCHOOL-WIDE PLAN & BUDGET — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
54. THE SCHOOL HAS PROVIDED A NARRATIVE RESPONSE TO ALL FIVE SCHOOL-WIDE PLAN COMPONENTS (OPPORTUNITIES FOR ALL STUDENTS, STRENGTHENING ACADEMICS, QUALITY LEARNING, WELL ROUNDED EDUCATION, AND AT-RISK STUDENTS).	☒	☐	Include narrative responses for Opportunities for All Students and Strengthening Academics and Quality Learning. Use strategies from your SIP. School

			completed the feedback.
55. THE SCHOOL'S RESPONSES TO ALL OF THE FIVE REQUIRED SCHOOL-WIDE PLAN COMPONENTS GENERALLY ALIGN TO THE ACTIVITIES AND PRIORITY NEEDS IDENTIFIED IN THE NEEDS ASSESSMENT.	☒	☐	Include narrative responses for Opportunities for All Students and Strengthening Academics and Quality Learning. Use strategies from your SIP. School completed the feedback.
56. THE SCHOOL HAS ENTERED THE AMOUNT OF TITLE I FUNDS ALLOCATED IN THE SCHOOL YEAR IN WHICH THE PLAN WILL BE IMPLEMENTED AND THE AMOUNT MATCHES THE FUNDS ALLOCATED ON THE PPA PAGE OF THE CFA.	☒	☐	
57. THE SCHOOL HAS UPLOADED A SCHOOL-LEVEL BUDGET FOR TITLE I FUNDS AND THE BUDGET AMOUNT EQUALS THE AMOUNT INDICATED IN THE SCHOOL PLAN, SCHOOL-WIDE BUDGET SECTION AND THE AMOUNT ON THE PPA PAGE OF THE CFA.	☒	☐	
58. THE SCHOOL-LEVEL BUDGET OF TITLE I FUNDS GENERALLY ALIGNS TO THE GOALS, STRATEGIES, AND ACTION STEPS DEVELOPED.	☒	☐	
59. ADDITIONAL PRIORITY/CSI COMPONENT: FOR STRATEGIES FUNDED THROUGH SCHOOL IMPROVEMENT GRANT FUNDS, PROVIDE THE GRANT NAME (TAG, SSIG) THE ITEM(S) BEING FUNDED, AND THE AMOUNT FUNDED IN THE OTHER FUNDING SOURCE COLUMN.	☒	☐	

TSI, ATSI Supports (only to be completed by schools with these designations)

What supports are in place to address the needs of the TSI and/or ATSI student subgroups?

N/A

TSI/ATSI SUPPORTS — ADVISOR FEEDBACK			
RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
60. THE SCHOOL HAS PROVIDED SUPPORTS TO ADDRESS THE NEEDS OF THE TSI STUDENT SUBGROUPS.	☒	☐	N/A

Priority/CSI Designation Only

The Tiered Intervention System (TIS) is a progressive, three-tiered intervention system for Priority/CSI schools designed to provide varying levels of support based on the school's performance and needs. The selected intervention option must be implemented each year of the designation cycle unless the school meets the criteria to exit Priority or CSI status. Please indicate the TIS intervention option the Priority/CSI school will be implementing. Select NA if the school does not have a Priority/CSI designation.

- ☐ LEA-led Evidence Based
- ☒ ~~School Turnaround Expert~~
- ☐ School Restructure
- ☐ Transfers Operation to a Public Institute of Higher Education
- ☐ Converts to a Public Charter School
- ☐ School Closure
- ☐ School Turnaround Program
- ☐ NA

PRIORITY/CSI — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
61. THE TIERED INTERVENTION SYSTEM (TIS) OPTION THAT HAS BEEN IMPLEMENTED AT THE SCHOOL HAS BEEN SELECTED IN THE SCHOOL PLAN.	☒	☐	
62. ADDITIONAL PRIORITY/CSI COMPONENT: THE FOLLOWING DOCUMENT HAS BEEN UPLOADED TO THE RELATED DOCUMENTS SECTION: SCHOOL LEADERS OF PRIORITY/CSI-DESIGNATED SCHOOLS ARE REQUIRED TO NOTIFY THE PARENTS OF ALL ENROLLED STUDENTS OF THE SCHOOL'S DESIGNATION STATUS. TO MEET THE REQUIREMENT, THE SCHOOL HAS UPLOADED A COPY OF THE PARENT NOTIFICATION DOCUMENTATION FOR THE 2026-27 SY.	☒	☐	
63. ADDITIONAL PRIORITY/CSI COMPONENT: THE FOLLOWING DOCUMENT HAS BEEN UPLOADED TO THE RELATED DOCUMENTS SECTION: SCHOOL HAS UPLOADED THE ROOT CAUSE ANALYSIS TOOL TO IDENTIFY THE ROOT CAUSES WITHIN THE SCHOOL'S CONTROL FOR EACH IDENTIFIED PRIORITY AREA.	☒	☐	

FINAL REVIEW — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
64. FOR FINAL REVIEW: THE SCHOOL HAS IMPLEMENTED ALL FEEDBACK PROVIDED BY THE CHARTER FINANCE ADVISOR TO EACH AREA OF NEEDED REVISION IN THE MICROSOFT WORD TEMPLATE BY THE PUBLISHED DUE DATE.	☒	☐	
65. FOR FINAL REVIEW: THE SCHOOL HAS IMPLEMENTED ALL FEEDBACK PROVIDED BY THE CHARTER FINANCE ADVISOR TO	☐	☐	

EACH AREA OF NEEDED REVISION IN EPLAN BY THE PUBLISHED DUE DATE.			
66. FOR FINAL REVIEW: SCREENSHOTS OF THE CURRENT COMPLETED SCHOOL IMPROVEMENT PLANS POSTED TO THE SCHOOL'S WEBSITE IS DUE TO TITLE I CRATE BY THE PUBLISHED DUE DATE.	☐	☐	

ADVISOR FEEDBACK SUMMARY

Use this page to summarize the review by SIP section. Detailed criterion-level feedback remains in the advisor feedback tables embedded throughout the plan.

SIP SECTION	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	SUMMARY NOTES / REQUIRED REVISIONS
PLAN COMPLETENESS -	☒	☐	Review comments for sections not filled. See the feedback notes. School completed the feedback.
COVER PAGE -	☒	☐	
PLANNING TEAM -	☒	☐	
STAKEHOLDER INVOLVEMENT -	☒	☐	
WELL-ROUNDED EDUCATION -	☒	☐	
DISCIPLINARY PRACTICES -	☒	☐	
SAFE, SUPPORTIVE & HEALTHY ENVIRONMENTS -	☒	☐	
TECHNOLOGY -	☒	☐	Review comments for ratio of student to device access. School completed the feedback.
PARENT & FAMILY ENGAGEMENT -	☒	☐	

PROFESSIONAL LEARNING -	☒	☐	Review comments for professional development and coaching for SSIG 3 and TAG 6 budget items. School completed the feedback.
EDUCATOR PLACEMENT -	☒	☐	Review comments for recruitment bonuses for certified teachers from SSIG 3. School completed the feedback.
PRIORITIES & ROOT CAUSES -	☒	☐	Review comments for prior strategies that support the improvement and showing how the progress contributed to the identified areas of improvement. School completed the feedback.
GOALS -	☒	☐	Review the annual targets for the subgroups. No goal for each subgroup in the plan for each goal. Not sure if the goal for 2026-29 is the same for all subgroups. Goal 5 will need to be consolidated as a strategy under an academic goal. School completed the feedback.
STRATEGIES, ACTION STEPS & BENCHMARK INDICATORS -	☒	☐	Review comments for educational assistants and recruitment bonuses. Review comments for benchmark indicators implementation, effectiveness, and frequency for both. Once strategies and action steps are revised per the Five Whys, benchmark indicators will need to be revised and align. School completed the feedback.
SCHOOL-WIDE PLAN & BUDGET -	☒	☐	Review comments for this section. Neither response was

			provided. School completed the feedback.
TSI/ATSI SUPPORTS -	☒	☐	N/A
PRIORITY/CSI -	☒	☐	
FINAL REVIEW -	☐	☐	

OVERALL ADVISOR SUMMARY / NEXT STEPS

School will need to review the comments throughout the school plan and make revisions. DO NOT REMOVE ANY COMMENTS. ONCE A REVISION IS COMPLETED, CLICK THE "THUMBS UP".

Revised plans are due September 23, 2026. Please continue to access the link for your plan as this is a live document for all to see.

- TITLE I CRATE: The Following Current, completed documents are due to Title I Crate by 5pm September 23, 2026
 - Final SIP document in Microsoft Word Template (L:1)
 - Corrected Root Cause Analysis (If necessary) (L:2)
 - Corrected School Designation Letter (If necessary) (L:2)

Please reach out if you have any questions.