

Promise Academy Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Promise Academy Hollywood will increase ELA meeting or exceeding proficiency rates in grades 3-5 from 19.6% in 2024 to 25% in 2025.

Performance Measure

1. Meet or exceed 2024-25 Annual Measurable Objectives (AMOs) in TN Ready reading/ELA.
2. 60% of students will meet the typical growth goal in reading on the Spring 2025 i-Ready Benchmark Assessment in reading.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Students should perform at or above the 70% on the Promise Network's Formative Assessments (Oct. 23, Jan. 24, and Mar. 24) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the Promise Academy Network Classroom Walkthrough Protocol and will provide the network with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Network Walkthrough data will be monitored through the network's PD management system (Whetstone) for 80% standard aligned core</p>	<p>[A 1.1.1] Implement Formative Assessments: Mastery Connect and i-Ready Formative Assessments will be administered 3 times a year (Fall, Winter, & Spring). The assessment data will be used to determine areas of strength and areas of growth for instructional purposes.</p>	<p>Kimbra McBride, Jeffrey Monroe, & Lacey Smith</p>	<p>03/07/2025</p>	<p>Title One</p>	

instructional implementation with fidelity at 2 per teacher per semester.					
	<p>[A 1.1.2] Provide Mastery Content Leader: ELA Coaching Support A mastery content leader supports the 3rd-5th grade ELA teachers by modeling, co-teaching, and co-planning exemplary lessons on a daily basis.</p> <p>The MCL observes all 3-5 ELA teachers daily and give real time feedback.</p>	Kimbra McBride, Jeffrey Monroe, Lacey Smith, Deidre White	04/11/2025	Title One	
<p>[S 1.2] Professional Development *Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.*</p> <p>* Network Semester Professional Development Calendar: PLCs are held bi weekly for deep dives in content (content, lesson planning, lesson delivery, feedback)</p> <p>* Learning Labs: Content PD held twice a semester: structure (1/3 content, 1/3 plan, 1/3 practice, taking it live with small groups of students and receiving immediate feedback)</p> <p>* Lesson Plan Feedback: Lesson plans are submitted weekly to administrators and teachers receive feedback within 24 hours</p> <p>* Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure network and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>* Network PD sessions held quarterly for parents and volunteers to help students reach ELA goal</p> <p>* Daily Observations/feedback sessions with teachers from school administrators following the 6</p>	<p>[A 1.2.1] Develop and Implement professional development opportunities with specific focus on supporting Students with Disabilities and English Learners</p> <p>Description -----</p> <p>Ensure all teachers will be provided with PD that enables them to meet the needs of all students, implement the WIDA standards to support English Learners and supporting students with disabilities.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Lesson Plans * Observations * (Weekly Exit Ticket Tracker, I-ready Jan. & May benchmark assessments, TCAP Assessment * Student Grouping Rosters</p> <p>Effectiveness -----</p> <p>* *90% of ELL students will meet their typical growth goal in reading on the Spring I-Ready Assessment.*</p> <p>* *90% of teachers will receive an observation score of at least a 3 in Whetstone on Domain I</p>	Toremika Brown, Jeffrey Monroe, Lacey Smith	05/16/2025		

<p>step Observation/Feedback Cycle: Observation, Praise, Action Step, Planning, Practice, Feedback</p> <p>Mentor rosters are submitted at the beginning of each semester to ensure collegial support is assigned to each new hire</p> <p>Benchmark Indicator *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* *100% of teachers will complete surveys which are administered at the end of each professional development sessions (bi-weekly) to assess effectiveness of the PD .*</p> <p>* *There will be a 10% increase of students who score mastery on each interim assessment in reading as evidenced by (Oct, Jan, & March 2025) and 25% of students will score mastery on the summative assessment (2025 ELA TCAP).*</p> <p>* 100% of teachers will be observed weekly and feedback will be entered into observation dashboard (Whetstone), (Domain 1: Lesson Planning, Domain 3: Delivery of Instruction, & Domain 4 Data Monitoring, Assessment, & Follow Up).</p> <p>* 90% of teachers will score at least a 3 on the summative evaluation in Domain 1: Planning, Domain 2: Classroom Management, and Domain 3 Delivery of Instruction.</p>	<p>Planning: Modifications and Domain III Delivery of Instruction: Differentiation*</p>				
	<p>[A 1.2.2] Participate in Relay Principal's Fellowship Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>School Leaders will attend the Relay National</p>	<p>Jeffrey Monroe & Lacey Smith</p>	<p>05/30/2025</p>	<p>Philanthropy</p>	

	<p>Principal Academy Fellowship in June 2024. The program will assist principals, assistant principals, and multi-classroom leaders with launching a strong school year and continue to develop their instructional, cultural, and strategic leadership practices throughout the school year.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Whetstone Dashboard which includes observation and feedback data, planning meeting minutes, and data meeting minutes monthly. * PLC Agendas, Lesson Plan Feedback bi-weekly. * Insight School Climate Survey</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* *25% of students will score on track or mastery on the 2024 ELA TCAP Assessment.* * 100% of teachers will indicate that they receive observations and feedback from the school leaders that helps improve student outcomes on the Spring 2025 Insight Climate Survey.</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning Schools will implement a Response to Instruction and Intervention (RTI2) plan to provide skills-based and standards-based academic interventions and</p>	<p>[A 1.3.1] Provide Tier 2 Intervention Students performing in the first quartile on the Universal Screener 25th-15th percentile on the reading benchmark assessment will receive daily Tier 2 Intervention from trained reading</p>	<p>Toremika Brown & Classroom ELA Teachers</p>	<p>05/23/2025</p>	<p>TISA</p>	

<p>other focused supplemental supports to improve achievement and close identified gaps in literacy.</p> <p>**Supporting Data**</p> <p>* 19.6% of students scored on track or mastery on the 2024 ELA TCAP Assessment * 81% below grade level on the Spring 2024 i-Ready Reading Assessment</p> <p>Benchmark Indicator</p> <ol style="list-style-type: none"> 100% of schools implement a RTI2 model consisting of a state-approved Universal Screener, skills-based and standards-based interventions, bi-weekly progress monitoring for students receiving Tier II and Tier III interventions, fidelity checks, and the identification of a site-based RTI2 team to monitor student growth and adjust interventions as needed. School RTI teams conduct a quarterly review and analysis of RTI2 tier movement throughout SY2024-25, including end of SY2024-25. Schools review formative assessment data (iReady, and Mastery Connect Interim Assessment Data) at least quarterly and the end of SY2024-25. Data is disaggregated by subgroup to identify and address gaps. Schools review summative data from TNReady at beginning of SY2024-25, and identify percent and number of students at each proficiency level. Review of TVAAS data for literacy for SY2024-25. 	<p>interventionists using All Memphis Phonics and Comprehension Program or Fountas and Pinnell Leveled Literacy Program. The reading interventionists will have weekly data and planning meetings with the network Chief of Special Populations to discuss student progress.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> -Universal Screener Results -Weekly data meeting agendas -Progress Monitoring Trackers <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>*The universal reading screening assessments is administered three times a year. Selection of RTI students are based on results. Tier 2 students are 15th-25th percentile. Review of the Winter and Spring assessments will determine if intervention was effective. The RTI students are progress monitored bi weekly for Tier 2. Weekly data meetings will be held to determine if students are progressing using the PM results or if changes are needed instructionally. The goal is for students to show growth and transition out of RTI, remain in RTI because there is growth, or require additional testing to determine if different supports are needed.*</p> <p>* 90% of students receiving Tier 2 intervention will</p>				
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	<p>meet their typical growth goal in reading on the Spring i-Ready reading assessment.</p>				
	<p>[A 1.3.2] Provide Tier 3 Intervention Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Students performing below the 15th percentile on the Universal Screener and the RTI benchmark assessment will receive daily Tier 3 intervention using Wilson's Phonics. The students will receive 45 minutes of targeted intervention that addresses student reading deficiencies. The intervention will have weekly data and planning meetings with the RTI Coordinator to discuss students' progress.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> -Universal Screener Results -Weekly data meeting agendas -Progress Monitoring Trackers <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>*The universal reading screening assessments is administered three times a year. Selection of RTI students are based on results. Tier 3 students are below the 15th percentile. Review of the Winter and Spring assessments will determine if</p>	<p>Toremika Brown, SPED Teacher, and Interventionist</p>	<p>05/23/2025</p>	<p>TISA</p>	

	<p>intervention was effective. The RTI students are progress monitored weekly for Tier 3. Weekly data meetings will be held to determine if students are progressing using the PM results or if changes are needed instructionally. The goal is for students to show growth and transition to Tier 2 RTI there is growth or require additional testing to determine if different supports are needed.*</p> <p>* *90% of students receiving Tier 3 intervention will meet their typical growth goal in reading on the 2025 Spring i-Ready Reading Assessment.*</p>				
<p>[S 1.4] Extended Learning Opportunities Incorporate targeted activities before/after school, during the summer, and/or during an extension of the school year to improve student academic achievement in English/language arts.</p> <p>#####</p> <p>Benchmark Indicator ##### **Benchmark Indicator**</p> <ol style="list-style-type: none"> 1. School principal provide a description (including dates, times, and schedules) of before/after school opportunities by the end of October 2024 and provide an updated description, if needed, during March 2025. 2. School principal describe the number and percent of students participating in after-school activities by October 2024 and update if needed during March 2025. 3. School leader implement and evaluate before/after school activities at least quarterly to determine effectiveness and impact. 4. School leader evaluate summer school programs by the end of summer 2025, which would include number of students participating and attendance rate and number of students showing progress. 	<p>[A 1.4.1] Provide Field Trip Experiences In the heart of the commitment to providing enrichment experiences for all students, Promise Academy will sponsor two field trips experiences per grade each semester that is aligned to the literacy curriculum. The field trips will not only be educational but also tailored to the unique interests and needs of our diverse student body. Our commitment to inclusivity ensures that no student is left behind, and financial constraints will not be a barrier to participation. Below are the Humanities Units and the field trips aligned to the curriculum:</p> <p>Kindergarten:</p> <p>Unit 2: Who am I? Understanding Myself and My Community</p> <p>Field Trip: Cedar Hills Farm</p> <p>Unit 4: We're Different. We're the Same. My Family and Families Around the World</p> <p>Field Trip: GPAC Matinee to see **History to</p>	<p>Jeffrey Monroe, Lacey Smith, Deidre White</p>	<p>05/23/2025</p>	<p>Title One</p>	

Hip-Hop** chronicles the evolution of African American music from the field song to hip-hop.

First Grade:

Unit 3: Multicultural Fairy Tales from Around the World

Field Trip: Wicked at the Orpheum

Unit 4: This Land is their Land - North and Central American Communities

Field Trip: Chuccalissa Village

Second Grade:

Unit 3: Tales as Old as Time - African Folklore and Oral Tradition

Field Trip: Slave Haven

Unit 6: "I, too, Sing America;" The Harlem Renaissance and Its Legacy

Field Trip: Stax Museum

	<p>Third Grade:</p> <p>Unit 3: Poetry</p> <p>Field Trip: Local poet with poetry slam at Promise Academy</p> <p>Unit 6: Modern Civil Rights</p> <p>Field Trip: Civil Rights Museum</p> <p>Fourth Grade:</p> <p>Unit 1: Author Study</p> <p>Field Trip: Virtual or In-person author: Kadir Nelson</p> <p>Unit 6: Ancient China</p> <p>Field Trip: Visit the Belz Museum of Asian and Judaic Art</p> <p>Fifth Grade:</p> <p>Unit 5: Shared Memoir Study of the Boy Who Harnessed the Wind</p> <p>Field: West Tennessee Solar Farm</p> <p>Unit 6: The Origins of Globalization</p>				
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	<p>Field Trip: BizTown at Junior Achievement</p> <p>Effectiveness:</p> <ul style="list-style-type: none"> * At least 80% of students will score a 3 or higher on the end of literacy extended project. * At least 50% of students will score a 70% or higher on the end of module assessments. 				
	<p>[A 1.4.2] Provide High Quality Tutoring High-quality tutoring provides students with personalized, one-on-one support tailored to their individual needs. This targeted attention helps to reinforce and clarify concepts, fill knowledge gaps, and build a strong foundation for further learning. By employing effective teaching strategies and adapting to students' learning styles, high-quality tutoring enhances comprehension, boosts confidence, and fosters a deeper understanding of the subject matter. This individualized approach promotes active engagement, encourages critical thinking, and facilitates the mastery of complex skills. Overall, high-quality tutoring offers a valuable supplement to classroom instruction, empowering students to reach their full academic potential.</p> <p>Benchmark:</p> <ul style="list-style-type: none"> * 25% of students will score on track on the 2025 Spring TCAP Reading Assessment. * 60% of students will meet their typical growth goal in Reading on the Spring I-Ready Assessment. * 60% of students will meet their typical growth goal in Reading on the Spring I-Ready Assessment. 	Lacey Smith	04/18/2025	Philanthropy	

[G 2] Mathematics

Promise Academy Hollywood will improve on-track and mastery percentages in grades 3-5 from 36.4 % (2024) to 40.5% on the 2025 Math TCAP Assessment

Performance Measure

1. Meet or exceed 2024-25 the 40.5% Goal on the 2025 Math TCAP Assessment.
2. 60% of students in grades K-5 will meet or exceed the typical growth goal on the Spring 2025 i-Ready Assessment in Math.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator Students should perform at or above 70% on the Promise Academy Interim Assessments (Mastery Connect: Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the Network Classroom Walkthrough Protocol and Debriefing Document will provide the Network with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>Network Walkthrough data will be monitored through the network's management system (School Mint). Data will be collected and analyzed to determine trends and implementation of the instructional practices using School Mint and LinkIt. Data should show teachers implementing the practices at or above 80% per visit.</p>	<p>[A 2.1.1] Evaluate and Support math Instruction</p> <ol style="list-style-type: none">1. The school administrators will observe math teachers for effective math instructional strategies weekly.2. The school administrators will ensure that math teachers who are not implementing effective math instructional strategies will be provided with individual coaching opportunities.3. Weekly observations of math instruction will be entered into the Promise network observation platform (Whetstone).	Jeffrey Monroe, Principal & Lacey Smith, Assistant Principal	05/09/2025		

<p>Quarterly review of Project Coach and School Mint observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>					
	<p>[A 2.1.2] Implement Formative Assessments Description ----- Formative Assessments are created to assessed standards taught each quarter. The last formative assessment which is administered in March 2025 will be a summative assessment of all standards taught for the year.</p>	<p>Kimbra McBride, Chief of Accountability</p>	<p>03/21/2025</p>		
	<p>[A 2.1.3] Provide Multi Content Leader: Math Coaching Support A multi content leader supports the K-5th grade Math teachers by modeling, co-teaching, and co-planning exemplary lessons daily. The MCL observes all Kd-5th Math teachers daily and gives real time feedback.</p>	<p>Jeffrey Monroe, Principal , Lacey Smith, Assistant Principal, & Brandy Colvin, Multi-Content Leader</p>	<p>03/22/2024</p>	<p>Title One</p>	
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the Promise Academy Network and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator Daily classroom observations using the Promise Academy Classroom Walkthrough Protocol and Debriefing Document will provide the Network with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction in order to plan professional development support.</p>	<p>[A 2.2.1] Provide Mentor Teachers The New Teacher Cohort will hire one licensed, experienced teacher as the supervisor. During the year, the cohort will meet monthly to discuss the following books: Teach Like a Champion, The Skillful Teacher, and The First Six Weeks of School as well as provide opportunities for problem solving communities and practice. Besides the supervisor, each new teacher will also have a mentor (3 possible mentor teachers) on the same grade level or content areas to support as needed. Implementation:</p>	<p>Jeffrey Monroe & Brandy Colvin</p>	<p>05/23/2025</p>		

<p>Network Walkthrough data will be monitored weekly through the Network's teacher observation system (School Mint) for 80% standard aligned core instructional implementation with fidelity in order to provide individualized professional learning support.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure network and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p>	<ul style="list-style-type: none"> * T-Eval (Annually) * Whetsone (Weekly) * New Teacher Cohort Calendar, Agendas, Sign-in Sheets, Survey Data (Monthly) <p>Benchmark:</p> <ul style="list-style-type: none"> * *10% increase of benchmark and formative (70% Mastery) scores each time test is administered.* * TNTP Insight School Climate Survey will show a 10% increase of teachers scoring agree or somewhat agree on the various matrices 				
	<p>[A 2.2.2] Implement PLCs Administrators will provide math teachers with content-specific PD focused on effective math instruction monthly during PLCs.</p> <p>The Chief of Special Populations will provide professional development to general education teachers on providing differentiated instruction for students with disabilities and EL students.</p> <p>Bi-monthly professional development where teachers receive 1/2 day of math professional development that focuses on academic vocabulary, problem-solving, effective instruction, and math content focus areas</p>	<p>Jeffrey Monroe, Lacey Smith, Toremika Brown, Kimbra McBride</p>	<p>05/09/2025</p>		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p>	<p>[A 2.3.1] Provide Math Intervention Math Interventionist will provide daily small group instruction for Tier 2 & Tier 3 students using the results from the RTI AimsWeb benchmark assessment and i-Ready data to group students and provide academic instruction to develop foundational skills and intervene in the lowest</p>	<p>Jeffrey Monroe & Toremika Brown</p>	<p>05/16/2025</p>	<p>Title One</p>	

<p>** **</p> <p>** **</p> <p>Benchmark Indicator</p> <ol style="list-style-type: none"> 1. Students should perform at or above 70% on Promise Academy Network's Interim Assessment (Mastery Connect: Fall, Winter and Spring) which align with core instructional standards for the specific quarter. 2. Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to move them to grade level performance. 3. Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery. 4. Implement a RTI2 model consisting of a state-approved Universal Screener, skills-based and standards-based interventions, bi-weekly progress monitoring for students receiving Tier II and Tier III interventions, fidelity checks, and the identification of a site-based RTI2 team to monitor student growth and adjust interventions as needed. 5. RTI teams conduct a quarterly review and analysis of RTI2 tier movement throughout SY2024-25, including end of SY2024-25. 6. Review formative assessment data (i-Ready, Mastery Connect CASE Interim Assessment) at least quarterly and the end of SY2024-25. Data is disaggregated by subgroup to identify and address gaps. 7. Review summative data from TNReady at beginning of SY2024-25, and identify percent and number of students at each proficiency level. 8. Review of TVAAS data for mathematics for SY2024-25 	<p>deficit area. One Math Interventionist is being funded through Title I.</p>				
	<p>[A 2.3.2] Provide Computer Based Remediation & Enrichment</p>	<p>Jeffrey Monroe</p>	<p>05/23/2025</p>		

	<p>i-Ready is a computer program that assesses each student's areas of need and prescribes an individualized learning path for remediation or enrichment. i-Ready is designed to address every student's learning needs, accelerate growth, and enable students to access grade-level learning. Students complete daily lessons and assessments to enhance math skills.</p> <p>Implementation:</p> <ul style="list-style-type: none"> * Weekly Report on Student Accuracy and Time on Task * Daily Schedule * 20 minutes of iReady instruction daily <p>Benchmark:</p> <ul style="list-style-type: none"> * 60% of students will meet typical math growth on the Spring i-Ready assessment. 				
	<p>[A 2.3.3] Provide Tier 2 and Tier 3 Intervention</p> <ol style="list-style-type: none"> 1. School administrators will ensure RTI2 model is implemented to address students' needs through a Tier 1, 2, and 3 system. 2. The RTI2 team will meet at least quarterly to review the AimsWeb benchmark data, I-ready data, and student progress data to determine each student's placement. <p>The students will receive 30 minutes of targeted intervention that addresses students' math deficiencies. The interventionist will have weekly data meetings with the the school leaders to discuss students' progress.</p>	<p>Jeffrey Monroe & Toremika Brown</p>	<p>05/16/2025</p>	<p>Title One</p>	

[G 3] Safe and Healthy Students

By the end of the 2024-25 school year, students will have equal access to a safe learning environment that:

1. Promotes academic achievement,
2. Maximizes the amount of instructional time,
3. Incorporates culturally relevant SEL strategies,
4. Engages families,
5. Ensures that all students have the opportunity to learn from highly effective educators,
6. Encourages students to return to the school year after year, and
7. Prioritizes consistent student attendance.

MSCS will maintain at least a 60% progressive discipline rate in SY2024-25, from 63% in SY2023-24 (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports)

Performance Measure

1. By May 2025, Promise Academy Hollywood will have a chronic absenteeism rate of 13% or less on PowerSchool.
2. By May 2025, at least 80% of parents will complete the Spring Panorama Parental Survey with at least a 80% or higher overall parent/student satisfaction rate.
3. Promise Academy Hollywood will maintain a 75% retention rate of teachers by the end of the 24-25 school year.
4. Promise Academy Hollywood will maintain a 70% retention rate of students by the end of the 24-25 school year.
5. Promise Academy will decrease the 23-24 out of school suspension rate of 14.6% to 10% for the 24-25 school year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Regular attendance is a fundamental component of academic success, yet numerous barriers can hinder students from consistently attending school. Recognizing and addressing these barriers is essential for ensuring that students have the opportunity to fully engage in their educational journey. By investing in the Power School Intervention Suite, Promise Academy is strategically combating chronic absenteeism rates among our students. The comprehensive suite offers targeted and data-driven approach, empowering educators with the tools necessary to identify, intervene, and support students at risk of chronic absenteeism. By leveraging the suite's capabilities, we not only address the immediate challenge of absenteeism but also foster a proactive and personalized approach to student</p>	<p>[A 3.1.1] Provide Social Emotional Learning Support Description ----- Teachers and staff will implement a social-emotional learning program-The toolbox Project. This program builds children's inherent capacity for self-mastery and empathy for self and others through its curricula, methods, and strategies. Implementation ----- * Classroom Observation * Fidelity Checks of Classroom Schedules</p>	<p>Jeffrey Monroe & Laquita Hall</p>	<p>05/23/2025</p>		

<p>support, ensuring that each student has the opportunity to engage fully in their education and thrive academically, socially, and emotionally.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports).</p> <p>SART Meeting Documentation</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Decrease by 10% of truant and chronically out out school student attendance data at the end of each 20 day reporting period (Power School)</p>	<p>Effectiveness -----</p> <p>* 100% of students will complete the student survey on SEL. * Decrease 10% of Student Discipline Referrals * 90% of students will reach the 94% attendance rate each 20 day marking period.</p>				
	<p>[A 3.1.2] Procure the PowerSchool Attendance Intervention Suite Description -----</p>	<p>Dr. Kiasi Malone, Jeffrey Monroe, & Laquita Hall</p>	<p>05/23/2025</p>	<p>Title One</p>	

	<p>*Provide a brief narrative of the proposed action step.*</p> <p>PowerSchool Intervention Suite. Collaborate with the PowerSchool team to customize the suite to our specific needs, ensuring that it aligns seamlessly with our existing Power School structure. Once program is purchased,</p> <ul style="list-style-type: none">* Training sessions for educators and support staff will be organized.* Power School will integrate the PowerSchool Intervention Suite with our existing student information system to ensure a seamless data flow.* Implement real-time monitoring and reporting using the attendance data in the PowerSchool Intervention Suite <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none">* Monthly Attendance Data Reports* SART Attendance Intervention Plans* Communication Logs <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none">* *10% decrease of % of Chronically Absent Students on the 20-day Attendance Reports.*				
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	<p>* Decrease the chronically absent rate to 10% or less for the 2024-2025 school year</p> <p>* 95% of teachers will agree that families regularly receive updates about their student's attendance on the Insight School Climate Survey.</p>				
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>	<p>[A 3.2.1] Provide Behavioral Interventions & Support Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>##### Benchmark Indicator</p> <ol style="list-style-type: none"> 1. 100% of teachers receive professional development on Kickboard by the beginning of SY2024-25. 2. 10% reduction in number of disciplinary incidents across subgroups from SY2023-24 by the end of SY2024-25, with progress monitoring quarterly. 3. 80% of teachers meeting expectations on teacher evaluations for classroom management by the end of SY2024-25, with progress monitoring quarterly. 4. 100% of students receiving RTI-b Tier 2 and 3 support making progress as measured quarterly during SY2024-25 and at the end of school year. 	Wanda Bonner, Jeffrey Monroe, & Toremika Brown	05/23/2025		
	<p>[A 3.2.2] Provide Alternative Discipline The Dean of Students uses the School Culture Curriculum created by Uncommon Schools. the curriculum assist the deans by:</p> <ul style="list-style-type: none"> * helping students reflect on challenging situations, their actions, and learn replacement behaviors for counterproductive actions * helping students understand how their actions impact themselves and others * proactively teaching of virtues and values to support student character development * develops students' critical thinking, writing, and character development through curated activities broken up by topic 	Wanda Bonner & Jeffrey Monroe	05/23/2025		

	<p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Dean of Student & Behavior Team Daily Schedule (Time allotted each day to work with struggling students)</p> <p>* Kicboard Discipline Dashboard</p> <p>* Network Observation Dashboard (Whetstone)</p> <p>* Data Dashboard (OSS and ISS)</p> <p>* Behavior Referral</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* *90% of students will meet the 94% attendance rate each 20 day marking period.*</p> <p>* 90% of teachers will receive a 3 or higher in T-Eval on student engagement.</p> <p>* Decrease student suspensions by 10% for the 24-25 school year.</p>				
<p>[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after</p>	<p>[A 3.3.1] Provide Collaborative Partnerships with Community Outreach Programs Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Collaboration to remove the non-academic barriers that prevent student success in the classroom. In</p>	Jeffrey Monroe	05/23/2025		

<p>engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p> <p>Conduct a semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p>	<p>partnership with External Community Outreach Partners, daily school-based interventions are provided to students to address chronic absenteeism, academic failure, behavioral issues, social service needs, and other needs.</p> <p>The family engagement specialist will partner with teachers to identify challenges that students face in class or at home and implement and coordinate with community partners to bring outside resources*** **inside the school. From immediate needs like food or clothing to more complex ones like counseling or emotional support, we do whatever it takes to help students come to school, stay in school, and remain on track.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * 20 Day Attendance Reports * Parent Surveys * Student Surveys <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * *Quarterly Student Achievement Data from Interim Assessments* * *Monthly Attendance Reports* * 90% of parents complete survey about attendance in September 2024 and January 2025 * 100% of students complete survey about 				
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	attendance each semester (Dec. 2024 & May 2025)				
	<p>[A 3.3.2] Implement Parent Academy School-based family engagement program that ensures the Family Engagement Plan is carried out throughout the school year. The program requires parents to attend 2 school events per quarter, one being the student Report Card Data Meeting. Parent classes are also offered to assist parents to promote positive parenting practices, family routines, and planned discipline in hopes of increasing attendance and decreasing student misbehavior, and fostering positive parental relationships between home and school. This program helps keep parents connected to the school by also requiring teachers to make a minimum of 2 parent contacts per month. Supplies and parent resources are provided through Title I funding.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * Parent Sign In * Teacher Contact Logs * Agendas <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* *90% of parents or designee will attend the Report Card data meeting as evidenced by sign in sheets each quarter (Oct, Jan, & Mar.)*</p>	Jeffrey Monroe & Lacey Smith	05/02/2025		

	<p>* **100% of parents will receive contact from teachers via phone, text, email, or Kickboard as evidenced by parent contact logs that are submitted monthly*</p>				
<p>[S 3.4] School Wide Process and Systems to help a Safe and Caring Environment Hiring a school security guard can contribute to fostering a positive school culture and environment in several ways:</p> <ul style="list-style-type: none"> * Safety and well-being of students, staff and visitors. A secure and protected environment allows students to focus on learning without fear of distraction. * Prevention and Deterrence: The presence of a security guard can act as a deterrent to potential security threats or incidents. Knowing that there is a proactive approach to security in place may discourage individuals from engaging in disruptive behavior on the school premises, contributing to a more positive and secure environment. * Emergency Response: In the event of an emergency, having a trained security professional on-site can facilitate a quicker and more effective response. * Building Trust and Confidence: Parents, students, and staff may feel more confident in the school's commitment to safety when they see visible security measures in place. This trust can positively impact the overall perception of the school and create a sense of community where everyone feels supported and cared for. * Conflict Resolution: Security guards are often trained in conflict resolution techniques. Having a professional on-site who can defuse tense situations and address conflicts in a calm and effective manner can contribute to a more harmonious and positive environment. * Crisis Preparedness: Security guards are typically trained to handle a variety of crises. Their preparedness and ability to respond quickly to unforeseen events contribute to an overall sense of 	<p>[A 3.4.1] Provide a School Resource Officer Description -----</p> <p>Promise Academy will hire a School Security Guard that aligns with the mission and vision of the school. Promise Academy wants to ensure the safety of the students, staff, and parents daily.</p> <p>Implementation -----</p> <p>Monthly Incident Report</p> <p>Insight Climate Report</p> <p>Effectiveness -----</p> <p>* **100% of teachers and students will indicate that the school leaders promote a safe and productive learning environment on the Spring 2025 Insight Climate Survey.</p>	<p>Dr. Patrick Washington</p>	<p>05/23/2025</p>		

<p>security within the school community. This preparedness fosters positive culture by assuring stakeholders that the school is ready to handle challenges.</p> <p>* Positive Role Model: Security guards can serve as a positive role model for students. Interactions with security personnel provide an opportunity for positive engagement, mentorship, and guidance. Building positive relationships between security personnel and students can contribute to a more supportive and inclusive school culture.</p> <p>Benchmark Indicator Implementation: -----</p> <p>* Monthly Incident Reports Monthly * Emergency Response Plans Annually * TNTP Insight Climate Survey Twice a Year * Policy and Procedure Documentation</p> <p>Effectiveness -----</p> <p>* 100% of teachers and students will indicate that the school leaders promote a safe and productive learning environment on the Spring 2025 Insight Climate Survey. * 10% decrease in incidents on campus (robbery, car thefts, and physical attacks).</p>					
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[G 4] Early Literacy
 Promise Academy's early learners will be engaged for the 2024-2025 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Performance Measure

By June 2025,

- * 30% of third grade students score proficient or advanced on the TN Ready assessment.
- * 60% of K-2 grade students will meet their typical growth goal on the Spring I-ready Assessment in reading.
- * 50% of K-2 students will be on grade level or above on the Spring I-ready Assessment in reading.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and interventionist through engagement in professional learning experiences anchored in the science of reading.</p> <p>Benchmark Indicator ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of K-2 teachers' knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY K-2 Comprehensive Literacy walkthroughs from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>QUARTERLY surveys of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; Quarterly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.</p>	<p>[A 4.1.1] Provide Early Literacy Professional Development: Early Literacy Boot Camp *All teachers will attend a 5 day intensive training session on the Science of Reading, particularly for early literacy. The training will be facilitated by a trained early literacy specialist who will also be responsible for reviewing/revising the comprehensive and targeted programs early literacy program.*</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Contracts with Early Literacy Consultant with monthly check ins. * Professional development agendas * Professional development evaluations * Sign in Sheets</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* *60% of students in grades K-2 will meet their</p>	Kimbra McBride	12/14/2024		

	typical growth target in reading on the Spring 2024 i-Ready Assessment.*				
	<p>[A 4.1.2] Implement Professional Learning Communities PLCs are conducted twice a month to address gaps in early literacy content and practice.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Data Analysis: i-Ready, exit tickets, weekly assessments, observations * Survey Results: surveys are administered after each PLC to determine effectiveness and additional needs of staff * Monthly professional development calendar</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Teachers receiving a 3 on T-Evaluation rubric in planning and instructional delivery. * Meeting the goal of 60% of K-2 students meeting their typical growth goal on the Spring 2025 I-ready Reading Assessment. * Increase the Insight Survey for the professional development domain to an 8.5.</p>	Jeffrey Monroe & Kimbra McBride	04/10/2025		
	<p>[A 4.1.3] Implement Partnership with Lavana Consulting Group The Lavinia Consulting group focuses on hands-on, side-by-side support with the instructional leaders to develop leader and teacher</p>	Jeffrey Monroe, Lacey Smith, & Kimbra McBride	03/28/2025	Philanthropy	

	<p>practice for intellectual preparation, data analysis, student work analysis, and instructional management. The consultant provides support to teachers by intellectual preparation focusing on the most critical aspects of instructional planning (data and student work), model lessons with students so the teaches can observe instructional practices in person, and proving in-classroom support by working side by side with teachers..</p>				
<p>[S 4.2] Effective Teachers Rationale ----- *Provide a rationale for choosing the strategy/intervention.* Provide students with highly qualified teachers who are supported through job embedded professional development activities, instructional planning, and data analysis.</p> <p>Benchmark Indicator Benchmark Indicators ----- * Early Literacy Training Certificates * Professional Development Calendar * PD Agendas * PD Reflection Surveys * Whetstone Documentation for Observation Feedback</p> <p>Effectiveness ----- * Benchmark Indicator100% of K-3 teachers are qualified to teach K-3 classes in SY 2024-2025. * 100% of K-3 teachers will receive at least 3 on the Teacher Evaluation Tool by the end of the 2024-2025 SY.</p>	<p>[A 4.2.1] Recruit effective teachers 1. The Director of Operations and school principal will create a recruit system to hire the most qualified and effective teachers by August 2024. 2. School leadership team will evaluate teachers through observations to determine their level of effectiveness during the school year. 3. School leadership team will evaluate the effectiveness of newly hired teachers by the end of the school year.</p>	<p>Kristen McGlasson & Jeffrey Monroe</p>	<p>08/30/2024</p>		

<p>* 100% of K-3 teachers employed during the 2024-2025 SY and retained for the 2024-2024 SY will show improved performance on the network assessment metrics (I-ready, Mastery Connect, and AimsWeb).</p> <p>* All feedback will be entered into the Promise Academy Network Observation Platform within 24 hours of observation</p> <p>* Teachers will receive at least a 3 on the formal teacher evaluation in lesson planning, lesson execution, and data analysis.</p> <p>* 60% of students will score 70% or higher on the interim assessments which are administered Oct, Jan, and March 2025.</p> <p>* 60% of students will meet their targeted growth goal (annual year's growth) on the Spring 2025 i-Ready assessment in Reading.</p>					
	<p>[A 4.2.2] Develop effective teachers</p> <ol style="list-style-type: none"> 1. School leaders will implement strategies (i.e. job-embedded professional development) to support teacher effectiveness. 2. School leaders will conduct regular observations and meet with teachers to discuss teacher data as part of the teacher evaluation system. 3. School leaders will collaborate with teachers to create Individualized Learning Plans (ILPs) to support growth. 	<p>Jeffrey Monroe & Lacey Smith</p>	<p>05/16/2025</p>		
	<p>[A 4.2.3] Retain Effective Teachers</p> <ol style="list-style-type: none"> 1. The school leadership team will implement strategies to retain highly effective teachers. 2. The network team will research strategies (differentiated pay scale, bonuses) to retain highly effective teachers. 3. The school leadership team will record the number of effective teachers who are retained for the following year by the end of the school year. 	<p>Dr. Patrick Washington & Jeffrey Monroe</p>	<p>05/23/2025</p>		
<p>[S 4.3] Accelerate student data to inform instructional decisions to accelerate learning</p> <p>Rationale</p> <p>-----</p>	<p>[A 4.3.1] Provide Reading Interventionists</p> <p>Description</p> <p>-----</p> <p>*The K-1 teachers and 2nd-3rd grade teachers will</p>	<p>Jeffrey Monroe</p>	<p>05/16/2025</p>		

<p>Provide opportunities for students to access learning opportunities that appropriately support their academic development and create a continuum of learning through 3rd grade.</p> <p>Benchmark Indicator The I-ready reading benchmark assessment will be administered three times a year (fall, winter, & spring). The data from the assessment will be analyzed and used to create reading groups targeting reading skill gaps. Small group instruction is reflected on the school schedule and requires teachers to meet with small groups four times per week. Students are also able to complete personalized online lessons which provides instruction and practice in areas where they need the most support.</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Data analysis is completed by teachers in Sept. to determine small groups, monitored by school administration. * Small group instruction is provided to students four times a week based on the results from I-ready, observed and monitored by school administration. * Iready usage reports are analyzed weekly to determine accuracy and time on task, monitored by the data analyst. * Typical growth goals are issued and shared with students after the fall and winter assessment, monitored by school administration</p> <p>Effectiveness: -----</p> <p>* 60% of K-2 students will meet their Spring 2025</p>	<p>have a full time interventionist that provides targeted support to students that are two or more grade levels below in reading emphasizing the Orton Gillingham strategy in teaching phonemic awareness and phonics. The reading interventionist will assist with small group intervention for Tier 2 students, providing independent leveled reading instruction.*</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Reading Interventionist's schedule * Small Group Rosters * I-ready Spring Reading Growth Data</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* *90% of teacher assistants will receive a summative score of at least a 3 on Domains 1 (Lesson Planning), Domain 3 (Delivery of Instruction), and Domain 4 (Data Analysis) on the Teacher Evaluation System (T-Eval).*</p> <p>* *60% of K-2 students will meet their typical growth goal on the spring I-Ready reading benchmark assessment.*</p> <p>* *30% of K-2 students will meet their stretch growth goal on the spring I-Ready reading benchmark assessment.*</p>				
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I-Ready typical growth goal in reading. * 50% of K-2 students will be on grade level on the Spring 2025 I-Ready reading assessment.	* *50% of K-2 students will be on grade level on the spring I-Ready reading benchmark assessment.*				
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