Journey Coleman Academy Annual Plan (2025 - 2026)

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[G 1] Academic Achievement and Growth
By Spring 2026, through the implementation of a standards align data driven core curriculum in both ELA and Math classrooms, students will receive a high quality and equitable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

ELA

By May 2026, students in grades 3-8 proficiency rate will move from 18.8% to 25.9% on the ELA TCAP.

Math

By May 2026, students in grades 3-8 proficiency rate will move from 16% to 23.3% on the Math TCAP.

K-2 Early Literacy

By May 2026, 45% to 65% of K-2 scholars will be on/above grade-level according to i-Ready Reading by Spring 2026.

District Turn-around Plan

Students will increase the percent of MET and EXCEEDED percentages in all grades on the Spring 2026 TCAP in Math, ELA, Science and Social Studies.

[G 3] The number of CSI students scoring Met Plus Exceeded rates in Literacy and Numeracy on the 2026 TCAP assessment will increase 5% or higher from the 2025 TCAP.

** ****Effective Instruction | Best for All Strategic Plan alignment: Academics**

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

Lever of Change: 2 Effective Instruction

Performance Measure

ELA

By May 2026, students in grades 3-8 proficiency rate will move from 18.8% to 25.9% on the ELA TCAP.

Performance will be measured using the following tools:

2025-26 TCAP Assessment goal achievement of 25.9%

Quarter Interim Assessments via Mastery Connect with 25% scoring 80% or higher

75% of students score on or above grade level on Spring I-ready diagnostic

Math

By May 2026, students in grades 3-8 proficiency rate will move from 16% to 23.3% on the Math TCAP.

Performance will be measured using the following tools:

2025-26 TCAP Assessment goal achievement of 16.8%

Quarter Interim Assessments via Mastery Connect with 25% scoring 80% or higher

75% of students score on or above grade level on Spring I-ready diagnostic

K-2 Early Literacy

By May 2026, 45% to 65% of K-2 scholars will be on/above grade-level according to i-Ready Reading by Spring 2026.

Performance will be measured using the following tools:

Quarter Interim Assessments via Mastery Connect with 65% scoring 80% or higher

75% of students score on or above grade level on Spring I-ready diagnostic

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned and Data Driven Instruction (Support implementation of high-quality instructional materials) Provide daily access to a rigorous high quality	**[A 1.1.1] Aligned, Data-Driven Instruction (DATA MEETINGS)** Use of data meetings to disaggregate multiple strands of data to determine student grade level	Interventionist: Asha Wesley	05/29/2026	TAG 5.0 [$69000.00]	

instructional material that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are proficient at grade level and prepared for all success pathways. Tier 2 [i-Ready Efficacy: Research](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-efficacy-research-summary-2021.pdf) [on i-Ready Program Impact](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-efficacy-research-summary-2021.pdf) **Benchmark Indicator** **Benchmark Indicator** Weekly classroom observations using the Instructional Practice Guide (IPG) and Debriefing Document indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the IPG and gauge the implementation of standards-aligned instruction. Instructional coaches will use PowerApps to enter data, and the office of planning and accountability will monitor it weekly. Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards. The progression of the turnaround strategy will be monitored for implementation by the following: ● Classroom observations (weekly) ● Progress monitoring	readiness, identify instructional gaps and develop reteach plans.(i-Ready, AimsWeb, and MasteryConnect) Data is disaggregated quarterly and/or monthly to determine the instructional needs, grade level readiness, instructional gaps and the development of re-teach plans. **iReady quarterly disaggregation – (Fall, Winter and Spring)** Quarterly, teachers and leaders review iReady reports to track student growth in meeting their target and/or stretch goal. Teachers use iReady readiness reports to determine small group instruction and create customized lessons for intervention and as class assignments. Time on task and lesson pass rate is tracked weekly by the principal to spotlight student performance during community meetings. Lastly, data is discussed with students every Thursday in grades 3-8 during Morning Advisory. Daily students engage in intervention using iReady instructional level data. **Aimsweb quarterly and monthly disaggregation (Fall, Winter, Spring) and through monthly RTIA meetings (3rd Monday of every month)** Teachers and leaders disaggregate data in the following ways for Aimsweb: Monthly 1. The monthly data meetings are scheduled by the grade level interventionists. 2. Prior to the meeting, teachers complete bi-weekly and/or weekly progress monitoring. 3. PM data is entered into the Intervention spreadsheet. 4. The data is discussed during the meeting to determine next steps instructionally for scholars on				

bi-weekly data points analysis ● Quarter interim data tracking/ data meetings ● Bi-weekly data meeting with analysis of weekly focus exit ticket/standard **Effectiveness:** Data Collection by the following * Online playbook data collection for focus lesson exit ticket by end of day each Friday. *Data meetings will be held 48 hours after the teacher administered assessment to include end of module/unit assessments and bi-weekly assessments during teacher planning times. *Quarter interims will be administered at the end of each quarter. *Q1: September 21 - September 29. Data entry September 29th. Measurement of effectiveness is 16.8% per grade level for 2-8. *Q2: December 5-12th. Data entry December 13th. Measurement of effectiveness is 16.8 effectiveness is 16.8% per grade level for 2-8. *Q3: March 8. Data entry March 19th. Measurement of effectiveness is 16.8% per grade level for 2-8.	an individual basis. 5. The team (interventionist and teacher) decides the intervention plan/next steps for all students. Quarterly 1. The quarterly Aimsweb data meetings are scheduled by the grade level interventionists within 2 weeks after the quarterly benchmarks. 2. Teacher and leader discuss student process through a comparative analysis. 3. Intervention tracks can and/or will be changed based on student performance. This determines student intervention tier. **Mastery Connect quarterly disaggregation (Fall, Winter, and Spring)** Teachers and leaders disaggregate data in the following ways: 1. Complete the quarterly "Respond to Data" document: <https://docs.google.com/document/d/1jtgw1dYse4SkKxryd65lZaBCG6kctnYTRVq3FosVUIg/edit?usp=sharing> 1. Use MC reports to analyze performance by individual standards, class, question type and most missed questions when completing the "respond to data" document. 2. Teachers/leaders use the pre-work to conduct quarterly data meetings with teachers individually during their scheduled planning time. 3. Teacher develops a quarterly re-teach plan, based on the gap presented in the data, to conduct a mini-lesson for the 1st 30-minutes of each instructional block. The re-teach plan addressed 1-2 standards per week. 4. Admin creates a re-teach assessment based on the teacher's re-teach plan to track student progress on their deficit standard. 5. Teacher administers the re-teach assessment				

	bi-weekly and analzye student performance data. 6. Teacher/leader conducts another data meeting to discuss student performance, progress and/or continued gap. Additionally, data meetings are bi-weekly to analyze current and past learning. ### Implementation IReady Diagnostic Report Frequency: Quarterly after diagnostics / Weekly to track pass/fail on customized lessons and growth Aimsweb Progress Monitoring Report * Frequency: Bi-weekly (Tier 2) /Weekly (Tier 3) Masteryview Predictive Assessment Class Reports * Frequency: Quarterly Intellectual Prep * Frequency: Weekly **Effectiveness Measure** At least 18.3% of 3rd-8th ELA students are proficient on the quarterly interim (Mastery Connect) * Frequency: August 2025, December 2025, April 2026 At least 18.3% of 3rd-8th ELA students are on/above grade level on the i-Ready Reading assessment * Frequency: August 2025, December 2025, April 20256 At least 18.3% of 3rd-8th ELA students are on/above grade level on the Aimsweb Math				

	assessment * Frequency: August 2025, December 2025, April 2026				
[S 1.2] Professional Development (Opportunities for staff collaboration focused on improving the quality of teaching and all classrooms) Provide professional development for teachers, administrators, instructional leaders and district advisors 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. ESSA Tier evidence Tier 2 [7 Benefits of Collaborative Teaching – Inclusive Schools Network](https://inclusiveschools.org/resource/7-benefits-of-collaborative-teaching/#:~:text=Strengthened%20School%20Culture%3A%20When%20educators,for%20students%20and%20staff%20alike.) https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf **Benchmark Indicator** **Implementation:** ● Daily observations using Whetstone (Get Better Faster Scope and Sequence). ● Monthly District Observation/ fidelity check data through SchoolMint. ● Weekly Leadership Team meetings.	**[A 1.2.1] Teacher Growth and Development - Data Meetings** ### Use of data meetings to disaggregate multiple strands of data to determine student grade level readiness, identify instructional gaps and develop reteach plans.(i-Ready, AimsWeb, and MasteryConnect) Data is disaggregated quarterly and/or monthly to determine the instructional needs, grade level readiness, instructional gaps and the development of re-teach plans. **iReady quarterly disaggregation – (Fall, Winter and Spring)** Quarterly, teachers and leaders review iReady reports to track student growth in meeting their target and/or stretch goal. Teachers use iReady readiness reports to determine small group instruction and create customized lessons for intervention and as class assignments. Time on task and lesson pass rate is tracked weekly by the principal to spotlight student performance during community meetings as a method to improve student grade level readiness and the percentage of students meeting their target and/or stretch goal each quarter. Lastly, data is discussed with students every Thursday in grades 3-8 during Morning Advisory. Daily students engage in intervention using iReady instructional level data. **Aimsweb quarterly and monthly disaggregation (Fall, Winter, Spring) and through monthly RTIA meetings (3rd Monday of every month)** Teachers and leaders disaggregate data in the following ways for Aimsweb:	Merissa Baldwin & Lorraine Jones	04/03/2026	TAG 5.0 [$103065.00]	

● Monthly PD sessions evaluation survey. ● Monthly new teacher professional learning. **Effectiveness:** ● Quarterly formal tracking of level 3 or higher- 85% of Coleman Staff ● Weekly Informal observation of priorities- 85% meeting expectations ● Quarterly student achievement data- 16.8% achievement ● Observation data- 100% completion per quarter	Monthly 1. The monthly data meetings are scheduled by the grade level interventionists. 2. Prior to the meeting, teachers complete bi-weekly and/or weekly progress monitoring. 3. PM data is entered into the Intervention spreadsheet. 4. The data is discussed during the meeting to determine next steps instructionally for scholars on an individual basis. 5. The team (interventionist and teacher) decides the intervention plan/next steps for all students. Quarterly 1. The quarterly Aimsweb data meetings are scheduled by the grade level interventionists within 2 weeks after the quarterly benchmarks. 2. Teacher and leader discuss student process through a comparative analysis discourse based on previous assessment status. 3. Students Intervention tracks can and/or will be changed based on student performance. This determines the student intervention tier. **Mastery Connect quarterly disaggregation (Fall, Winter, and Spring)** Teachers and leaders disaggregate data in the following ways: 1. Complete the quarterly "Respond to Data" document:				

	<https://docs.google.com/document/d/1jtgw1dYse4SkKxryd65lZaBCG6kctnYTRVq3FosVUlg/edit?usp=sharing> 1. Use MC reports to analyze performance by individual standards, class, question type and most missed questions when completing the "respond to data" document. 2. Teachers/leaders use the pre-work to conduct quarterly data meetings with teachers individually during their scheduled planning time. 3. Teacher develops a quarterly re-teach plan, based on the gap presented in the data, to conduct a mini-lesson for the 1st 30-minutes of each instructional block. The re-teach plan addressed 1-2 standards per week. 4. Admin creates a re-teach assessment based on the teacher's re-teach plan to track student progress on their deficit standard. 5. Teacher administers the re-teach assessment bi-weekly and analyze student performance data. 6. Teacher/leader conducts another data meeting to discuss student performance, progress and/or continued gap. Additionally, data meetings are bi-weekly to analyze current and past learning. **Implementation** IReady Diagnostic Report * Frequency: Quarterly after diagnostics & Weekly to track pass/fail on customized lessons and growth Aimsweb Progress Monitoring Report Frequency: Bi-weekly (Tier 2) or Weekly (Tier 3)				

	Masteryview Predictive Assessment Class Reports * Frequency: Quarterly Intellectual Prep meeting agenda and sign in * Frequency: Weekly **Effective Measure** At least 95% participation during the benchmarks August 2025, December 2025, April 2026 At least 90% of K-2 students are on/above grade level on the i-Ready ELA assessment; August 2025, December 2025, April 2026 Watch us Grow data track of interims, focus lesson exit tickets, mid module assessments, and show what you know quizzes. Weekly Data Collection:* *Quarter interims will be administered at the end of each quarter.* *Q1: Q1: September 23 - September 26. Data entry September 27th* *Q2: December 9- 12. Data entry December 13th* *Q3: February 24 - 27 Data entry February 28*				
	[A 1.2.2] CONTENT SPECIALISTS Content Specialists will support Journey Coleman school leaders, teachers, and other school-level	Merissa Baldwin and Loraine Jones	08/30/2026	TAG 5.0	

	staff in reading by providing support before, during, and after the weekly data meetings in order to increase student achievement. Coaching is considered a key lever for improving classroom instruction and for translating knowledge into new practices. Coaching has an impact on instruction and achievement when it is: 1. individualized - coaching sessions are on-on-one 2. intensive - coaches and teachers interact every week 3. sustained - teachers receive coaching over an extended period of time 4. context-specific - teachers are coached on their practices within the context of their own classroom 5. focused - coaches work with teachers to engage in deliberate practice of specific skills All Content Specialists have been trained through the Relay Instructional Leadership Professional Development (ILPD) program in order to provide consistent and effective coaching. Content Specialists provide support for Weekly Intellectual Prep (IP) meetings. These meetings focus on students' point of struggle within the lesson, the teacher identifying the gap related to the standard and learning objective, and teacher practice time to deliver a snippet of the lesson where the student point of struggle will begin. During IP, the teacher and content manager will focus on effective teaching strategies to bridge the learning gap to increase student conceptual understanding. Content Specialists provide support with Watch us grow data collection. This occurs daily through exit ticket recordings, bi-weekly and/or weekly through teacher-made assessments and quarterly through				

	district made assessments. Each teacher will have data posted inside the classroom to increase student ownership. This is a quick formative assessment of daily learning toward the skill of focus. The Content Specialist support staff with tracking data using the on-line date playbook by Friday of each week. Data will be used during weekly data meetings. Content Specialists support staff before, during, and after the data meetings. **Implementations** Quarterly Data Meetings (Quarterly) Summer Professional Development (3 Days During Summer) Content PD Days (Semesterly) Effectiveness Measure At least 18.3% of 3rd-8th ELA students are proficient on the quarterly interim (Mastery Connect) * Frequency: August 2025, December 2025, April 20256 (Quarterly) At least 18.3% of 3rd-8th ELA students are on/above grade level on the i-Ready Reading assessment * Frequency: Biweekly * 100% content teachers will meet expectations on observations (Get Better Faster Scope and Sequence)				
[S 1.3] Targeted Intervention and Personalized Learning (Provide additional support for students who are failing to make academic progress) Provide academic interventions, personalized	**[A 1.3.1] Intervention and Academic Support** ### Interventionist to provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the	Interventionists (Asha Wesley)	04/10/2026	TAG 5.0 [$69900.00]	

learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. iReady is one of the tools that we use to determine the effectiveness of our Tier 1 instruction using the HMH into Math high-quality instructional materials. The data from the i-Ready Math assessment lets us know if students are on grade level in math. If students are not on grade level, the i-Ready Math data lets us know each student's deficit math skills. We can then use components of HMH into Math such as Waggle Math and small group instruction resources to better support our math students.

Our 2024-2025 ELA data shows that we have several students who are still several grade levels below in ELA. Our spring 2023-2024 i-Ready Reading data shows that 67% of our Coleman students read below grade level. Our Tier 1 high-quality ELA instructional materials help us to deliver grade level content to students. However, our students that are below grade level in reading need additional support outside of the Tier 1 classroom.

It is imperative that we focus on targeted interventions and personalized learning to address the needs of students who are below grade level in reading. We have to grow students based on their reading deficits. Once their reading deficits have been addressed, we are then able to ensure that students can meet our proficiency expectations for ELA.

City Year Americorp members and an Intervention Specialist will be used to support targeted intervention and personalized learning during the 2024-2025 school year. City Year provides Tier 2 Reading support to students, in-class Tier 1 support to students and teachers, and also after school reading tutoring support students at Journey

needs of specific learners to improve student achievement

Interventionists at Coleman School will support students in K-8 grade during AHOD (All Hand on Deck) to provide tiered and targeted intervention using two curriculums, Ditto Literacy (formerly ALL Memphis) and Corrective Reading. Targeted intervention is teacher-facing and specific to the scholars learning/ foundational literacy needs based on the Aimsweb benchmark assessment.

Ditto Literacy delivers comprehensive foundational literacy lessons and tools on demand. Ditto Literacy offers a flexible curriculum that adapts to all literacy levels and abilities in the classroom.

Corrective Reading provides intensive and accelerated reading intervention. The direction instruction program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and empowered learners.

The grade level interventionists are responsible for the following priorities

* Bi-weekly/Weekly Progress Monitoring (PM) based on student tiers
* Tracking all PM data school-wide
* Conduct monthly RTIA meetings with intentional discussions around student progress
* Analyze Aimsweb data to develop intervention groups (beginning of the year)
* Analyze Aimsweb data to determine student intervention tier monthly

In previous years, the Coleman Interventionists have consistently met their quarterly goal of at least

Coleman School. The Interventionist provides Tier 2 and Tier 3 reading support throughout the school day. ESSA Tier Evidence Tier 2 [i-Ready Efficacy: Research](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-efficacy-research-summary-2021.pdf) [on i-Ready Program Impact](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-efficacy-research-summary-2021.pdf) [The Benefits of In-School Interventions - Enriching Students](https://www.enrichingstudents.com/the-benefits-of-in-school-interventions/) [I-Ready Efficacy Research Summary 2021 (curriculumassociates.com)](https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-efficacy-research-summary-2021.pdf) **Benchmark Indicator** **Implementation** **Tutoring & Intervention Attendance Rosters ** * Frequency: Twice per week (began Feb. 10th) **Tutoring & Intervention Observation Reports ** * Frequency: Three times per year **Tutoring & Intervention Monitoring Data ** * Bi-weekly **Quarterly School Data Meetings**	60% of reading intervention students meeting their typical rate of improvement (ROI) on according to their progress monitoring data. This means that the majority of students in the Interventionist reading small groups are growing in their deficit reading skills. **Implementation** **Identify Student Needs** * **Collect and Analyze Data**: Use assessments (screeners, benchmarks, classroom performance, observations) to identify struggling students. * **Use Multiple Data Sources**: Include grades, test scores, teacher observations, and behavior logs to get a full picture. * **Determine Root Cause**: Distinguish between skill gaps, attendance issues, behavior problems, or lack of access to resources. ### ** ** ### **Select and Plan Appropriate Interventions** * **Use Evidence-Based Strategies**: Choose interventions with proven effectiveness (e.g., Orton-Gillingham for dyslexia, Check-In/Check-Out for behavior). * **Match Intervention to Tier Level**: + **Tier 1**: Universal support for all students. + **Tier 2**: Targeted support in small groups. + **Tier 3**: Intensive, individualized interventions. * **Plan Logistics**: Schedule intervention times, assign staff, and gather necessary materials. ### ### **Monitor Progress Frequently** * **Use Progress Monitoring Tools**: Track weekly				

* Frequency: Quarterly after interim assessments **Use the following to provide researched based intervention: ** ○ Aimsweb- Quarterly (Fall, Winter, Spring) ○ iReady-Quarterly (Fall, Winter, Spring) ○ Mastery Connect- Quarterly (Fall, Winter, Spring) ○ Teacher Toolbox- Weekly during on flex days **Effectiveness Measure** **Metric to measure success ** * At least 75% of students meet/exceed 40% of their i-Ready stretch growth goal on the winter i-Ready diagnostic * At least 25.9% of 3rd-8th ELA students are proficient on the weekly focus lesson and quarterly interim (Mastery Connect); * Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.) * Quarterly Rate of Improvement through Aimsweb data dive (5% growth from Fall to Winter and Winter to Spring)	or biweekly progress using tools like CBMs (Curriculum-Based Measurements). * **Adjust Instruction as Needed**: If no progress is shown after a few data points, modify the intervention or increase intensity. * **Document Progress**: Keep consistent records for each student to inform decisions and communicate with stakeholders. **Implementation tool** Aimsweb * Frequency: quarterly- Fall, Winter, Spring IReady reports * Frequency: Quarterly - Fall, Winter, Spring Mastery Connect reports Frequency: Quarterly - Fall, Winter, Spring Teacher Toolbox * Frequency: Weekly during flex days **Effectiveness Measurement ** Metric to measure success At least 75% of students meet/exceed 40% of their i-Ready stretch growth goal on the winter i-Ready diagnostic * Frequency: December 2024 At least 18.3% of 3rd-8th ELA students are proficient on the weekly focus lesson and quarterly				

	interim (Mastery Connect) * Frequency: Weekly / Quarterly				
	[A 1.3.2] Targeted Intervention (City Year) Each City Year Corp Member will be assigned an All Hands on Deck Intervention block, a Tier 1 small group for tutoring, and a group during the academic afterschool program. The Intervention Specialist will be funded by TAG to support Journey Coleman students who are below grade level in reading - specifically in phonological awareness and phonics. Data will be regularly used to ensure effectiveness. How will this action step support the prioritized need? Our 2024-2025 ELA data shows that we have several students who are still several grade levels below in ELA. Our spring 2023-2024 i-Ready Reading data shows that 67% of our Coleman students read below grade level. Our Tier 1 high-quality ELA instructional materials help us to deliver grade level content to students. However, our students that are below grade level in reading need additional support outside of the Tier 1 classroom. It is imperative that we focus on targeted interventions and personalized learning to address the needs of students who are below grade level in reading. We have to grow students based on their reading deficits. Once their reading deficits have been addressed, we are then able to ensure that students can meet our proficiency expectations for ELA. City Year Americorp members will be used to support targeted intervention and personalized learning during the 2024-2025 school year. City Year provides Tier 2 Reading support to students, in-class Tier 1 support to students and teachers, and also after school reading tutoring support students at Journey Coleman School.	City Year Corp Members, Latoya Jeems	03/27/2026	Tag 5.0 [$38791.32]	

	Implementation				
	Tutoring & Intervention Attendance Rosters				
	* Frequency: Twice per week (began Feb. 10th) Tutoring & Intervention Observation Reports				
	* Frequency: Three times per year Tutoring & Intervention Monitoring Data				
	* Frequency: Bi-weekly Quarterly School Data Meetings				
	* Frequency: Quarterly after interim assessments and Bi-weekly (re-teach assessments/module assessments/focus lesson exit tickets)				
	Use the following to provide researched based intervention:				
	○ Aimsweb- Quarterly (Fall, Winter, Spring)				
	○ iReady-Quarterly (Fall, Winter, Spring)				
	○ Mastery Connect- Quarterly (Fall, Winter, Spring)				
	Teacher Toolbox- Weekly during on flex days and Quarterly (Fall, Winter Spring)				
	Effectiveness Measure				
	At least 75% of students meet/exceed 40% of their i-Ready stretch growth goal on the winter i-Ready diagnostic				
	* Frequency: December 2024				

	At least 18.3% of 3rd-8th ELA students are proficient on the weekly focus lesson and quarterly interim (Mastery Connect); * Frequency: Weekly / Quarterly				
[S 1.4] Early Literacy (Provide additional support for students who are failing to make academic progress) Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to support the development of K-2 students reading skill set. Early Literacy Monthly Learning Series will measure the increase of content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities by 75% of K-2 students performing at proficiency on the common formative assessments. This data will be submitted to the District by building test coordinators. Semester surveys, completed at a rate of 90% or higher, of educational assistants support in K-2 classrooms that will inform what professional learning and resources are needed to improve instruction and student achievement. Surveys will be reviewed by literacy managers. Teacher and educational assistants' quarterly attendance, expected at 95% or above, will be collected using PLZ and review of specialized PD by literacy manager to focus on foundational literacy and to inform future professional learning opportunities. **Benchmark Indicator**	**[A 1.4.1] Literacy Building** Each City Year Corp Member will be assigned an All Hands on Deck Intervention block, a Tier 1 small group for tutoring, and a group during the academic afterschool program. The Intervention Specialist will be funded by TAG to support Journey Coleman students who are below grade level in reading - specifically in phonological awareness and phonics. Data will be regularly used to ensure effectiveness. Our 2024-2025 ELA data shows that we have several students who are still several grade levels below in ELA. Our spring 2023-2024 i-Ready Reading data shows that 67% of our Coleman students read below grade level. Our Tier 1 high-quality ELA instructional materials help us to deliver grade level content to students. However, our students that are below grade level in reading need additional support outside of the Tier 1 classroom. It is imperative that we focus on targeted interventions and personalized learning to address the needs of students who are below grade level in reading. We have to grow students based on their reading deficits. Once their reading deficits have been addressed, we are then able to ensure that students can meet our proficiency expectations for ELA. City Year Americorp members will be used to support targeted intervention and personalized learning during the 2024-2025 school year. City	City Year Corp Members	05/29/2026	TAG 5.0 [$38721.00]	

Implementation IReady Diagnostic Report * Frequency: Quarterly after diagnostics / Weekly to track pass/fail on customized lessons and growth Aimsweb Progress Monitoring Report * Frequency: Bi-weekly (Tier 2) or Weekly (Tier 3) Masteryview Predictive Assessment Class Reports * Frequency: Quarterly Intellectual Prep meeting agenda and sign in * Frequency: Weekly **Effectiveness Measure** **At least 95% participation during the benchmarks ** * Frequency: August 2025, December 2025, April 2026 **At least 90% of K-2 students are on/above grade level on the i-Ready ELA assessment** * Frequency: August 2025, December 2025, April 2026	Year provides Tier 2 Reading support to students, in-class Tier 1 support to students and teachers, and also after school reading tutoring support students at Journey Coleman School. ### Strategies **Build Oral Language and Vocabulary** * **Read Aloud Daily**: Model fluent reading, expression, and introduce rich vocabulary through engaging books. * **Talk and Listen Often**: Encourage conversation, storytelling, and asking open-ended questions to promote speaking and listening skills. * **Teach Tiered Vocabulary**: Explicitly teach high-utility words (Tier 2) from texts or themes. ### **Develop Phonological and Phonemic Awareness** * **Play Sound Games**: Practice rhyming, syllable clapping, and beginning/ending sounds with songs, poems, and wordplay. * **Isolate and Manipulate Sounds**: Teach students to blend, segment, delete, and substitute phonemes in spoken words. * **Use Multi-Sensory Activities**: Incorporate movement, visuals, and hands-on tools (e.g., tapping out sounds, Elkonin boxes). ### **Teach Letter Knowledge and Print Concepts** * **Introduce Letters Systematically**: Teach letter names and sounds explicitly, using songs, flashcards, and writing practice. * **Practice Print Awareness**: Model how to handle books, track words left-to-right, recognize spaces between words, and understand print carries meaning. * **Label the Classroom Environment**: Use print-rich environments to reinforce word recognition and letter-sound associations.				

	### **Develop Phonics and Word Recognition Skills**				
	* **Teach Letter-Sound Correspondence**: Use a structured phonics program that progresses from simple to complex patterns. * **Blend and Decode Words**: Provide daily practice reading CVC words and gradually build to blends, digraphs, and word families. * **Introduce High-Frequency Words**: Teach sight words through repetition and application in context (e.g., word walls, flashcards, games). ### ** Strengthen Comprehension Skills** * **Ask and Answer Questions**: Teach students to make predictions, identify story elements, and retell in sequence. * **Use Graphic Organizers**: Use visuals like story maps or Venn diagrams to organize thoughts and ideas. * **Teach Think-Alouds**: Model how to monitor understanding, make connections, and visualize while reading. **Implementation** Tutoring & Intervention Attendance Rosters * Frequency :Twice per week (began Feb. 10th) Tutoring & Intervention Observation Reports * Frequency: Three times per year Tutoring & Intervention Monitoring Data * Frequency: Bi-weekly Quarterly School Data Meetings * Frequency: Quarterly after interim assessments / Bi-weekly (re-teach assessments/module assessments/focus lesson exit tickets)				

	Use the following to provide researched based intervention: ○ Aimsweb- Quarterly (Fall, Winter, Spring) ○ iReady-Quarterly (Fall, Winter, Spring) ○ Mastery Connect- Quarterly (Fall, Winter, Spring) ○ Teacher Toolbox- Weekly during on flex days -Quarterly (Fall, Winter Spring) **Effectiveness Measure** At least 75% of students meet/exceed 40% of their i-Ready stretch growth goal on the winter i-Ready diagnostic * Frequency: December 2025 At least 18.3% of 3rd-8th ELA students are proficient on the weekly focus lesson and quarterly interim (Mastery Connect); * Frequency: Weekly / Quarterly				
[S 1.5] Targeted Intervention and Personalized Learning (Support Implementation of High-Quality Instructional Materials) 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 through the use of technology for web-based academic interventions. ESSA Tier Evidence	**[A 1.5.1] Improving Student Achievement/Technology Usage** Technology will be used to provide web-based 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. All hands-on deck outlined within the master schedule to ensure intervention is implemented with fidelity daily with students and interventionist	All core teachers (ELA, Math, Science and Social Studies/ Interventionist (Mrs. Jennings and Ms. Wesley)	04/17/2026	SSIG 2	

Tier 2 [The Benefits of In-School Interventions - Enriching Students](https://www.enrichingstudents.com/the-benefits-of-in-school-interventions/) **Benchmark Indicator** **Implementation** **Tutoring & Intervention Attendance Rosters ** * Frequency: Twice per week (began Feb. 10th) **Tutoring & Intervention Observation Reports ** * Frequency: Three times per year **Tutoring & Intervention Monitoring Data ** * Bi-weekly **Quarterly School Data Meetings** * Frequency: Quarterly after interim assessments **Use the following to provide researched based intervention: ** ○ Aimsweb- Quarterly (Fall, Winter, Spring) ○ iReady-Quarterly (Fall, Winter, Spring) ○ Mastery Connect- Quarterly (Fall, Winter, Spring) ○ Teacher Toolbox- Weekly during on flex days **Effectiveness Measure** **Metric to measure success **	will ensure students are using technology via iReady, Aimsweb, Rewards and Waggle. **Implementation Monitoring** Aimsweb/ iReady Benchmark * Frequency: Quarterly (Fall, Winter, Spring) iReady student pathways * Frequency: Daily through All Hands on Deck Mastery Connect Interim Assessments * Frequency: Quarterly (Fall, Winter, Spring) Teacher Toolbox * Frequency: Weekly during on flex days Effective Measure At least 16.8% of 3rd-8th math students are proficient on the quarterly interim via Mastery Connect * Frequency: Quarterly At least 16.8% of 3rd-8th math students are on/above grade level on the i-Ready Math assessment				

* At least 75% of students meet/exceed 40% of their i-Ready stretch growth goal on the winter i-Ready diagnostic * At least 25.9% of 3rd-8th ELA students are proficient on the weekly focus lesson and quarterly interim (Mastery Connect); * Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.) * Quarterly Rate of Improvement through Aimsweb data dive (5% growth from Fall to Winter and Winter to Spring)	* Frequency: August 2024, December 2024, April 2025 At least 16.8% of 3rd-8th math students are on/above grade level on the Aimsweb Math assessment * Frequency- August 2024, December 2024, April 2025				

[G 2] Safe and Healthy Students
Increase student daily attendance from 90% during the 24-25 school year to 95% by the end of the 25-26 school year.

District Turnaround Goal

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

Lever of change: 4

Additional Supports

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

Performance Measure
Interventions and supports will be measured using the following:

Implementation:

● Daily review PowerSchool attendance for goal attainment of 94%

● 20-day Chronic Absenteeism report

● 20-day Dean's List report (Incidents, detention)

● SEL lesson via Lions Quest bi-weekly observations

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. Rationale: Coleman School believes that the "whole" child approach is most effective addressing the academic gaps. Therefore, our goal is to decrease behavior infractions, increase student sense of belonging, increase student safety and increase student daily attendance rate. * **Benchmark Indicator** Implementation: ● Daily review Powerschool attendance for goal attainment of 94% ● 20-day Chronic Absenteeism report ● 20-day Dean's List report (Incidents, detention) ● SEL lesson via Lions Quest bi-weekly observations Effectiveness: The effectiveness will be measured through the following:	**[A 2.1.1] Action for Abseetism** Chronic absenteeism has become a top issue at Coleman Academy and across the country. Students are considered chronically absent if they miss just two days of school per month, or 10% of all school days in a year. We are especially moved to action by alarming circumstances such as: * **Decreased engagement and lower grades ** * **Increased feelings of isolation from peers and school community ** * **Decreased confidence** During the 2025-25 School year, we want to decrease absenteeism implementing the following action steps: 1. Making school fun so that students will want to come to school. 2. Tracking attendance regularly 3. Creating attendance goals	Classroom Teachers and Administrators	05/05/2026	TISA (Tennessee Investment in Student Achievement) [$2000.00] TAG (Targeted Assistance Grant under Title I) [$6000.00] Title I [$500.00]	

● PowerSchool's CA Summary Reports. ● Each quarter's measurement of effectiveness will decrease incrementally by 3%. We will use baseline data from the 24-25 CA of 18.8%. Quarterly goals: Quarter 1: October 3rd: 16% Quarter 2: December 17th: 14% Quarter 3: March 5th: 12% Quarter 4: May 2nd:10% ESSA Tier of Evidence Link: https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Brief_22.pdf Tier Category: 2					