

<div><div><b>[G 1] Academic Achievement &amp; Growth TSCS will increase the school-wide Spring 2026 TNReady proficiency in ELA from 18.2% (2025) to 22.8% in 2026 and, in Math, from 14.9% (2025) to 20.2% in 2026. Performance measures: Quarterly Interim Assessments, 2026 TCAP AMO</b></div><div><b>**Effective Instruction   Best for All Strategic Plan alignment: Academics**</b></div><div>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.</div><div><b>District Turnaround Plan Goal</b></div><div>[G 1] CSI school leaders will increase their annual performance Insight Survey Leadership Index score to 8.0 or higher by Spring 2026</div></div>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p><b>[S 1.1] Support implementation of standards aligned curricula</b> Rationale -----</p> <p>All students deserve to be taught grade-level standards aligned curriculum with aligned work tasks that allow them to fully engage in the work of the standard. Actively monitoring and measuring student work during lessons to provide immediate feedback and correct misconceptions allows further possibilities for deeper differentiated student cognitive engagement through gradual release and/or learner support and enrichment.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* In Fall 2024, our 6-10 ELA interim assessment proficiency rate was 11.6% and 6-11 Math interim assessment proficiency rate was 24.5%. * In Spring 2025, our ELA interim assessment proficiency rate increased to 16.29%, but our math interim assessment proficiency rate decreased to 12.7%.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency? *</p> <p>* Daily Student Mastery Trackers * Weekly Short Observations * Quarterly Long Observations * Quarterly Instructional Walkthroughs * Weekly Teacher Internalization plans * Quarterly Interim Assessment Mastery Tracker</p>	<p><b>[A 1.1.1] Implement standards-aligned formative assessments</b> Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Teachers will create standards-aligned, TNReady-like daily and weekly assessments using MasteryConnect and curriculum item bank items to adequately monitor student data.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* ELA and Math teachers will use MasteryConnect item banks or Math (EnVision) and ELA (CommonLit 360) curriculum assessment items to create daily and weekly CFUs, formative assessments and track student data. (TAG 5.0 funded) * Students will use school-issued chromebooks (Lenovo 100e Gen 3) to successfully complete daily, weekly and quarterly formative assessments (SSIG 2.0 funded). * ELA and Math instructional coaches will review weekly lesson internalizations for their daily and weekly formative assessments. * Middle and High School Directors along with Math and ELA Instructional Coaches will monitor quarterly interim assessment comprehensive data review tracker ('Progress Toward Goals' document). * The Math and ELA instructional coaches will review exit tickets and Do Nows weekly to ensure standards alignment. * The 6-12 Academics Team will conduct quarterly instructional walkthroughs to examine student work and monitor implementation and alignment of formative assessments. * The Math and ELA instructional coaches will review lesson plans during the first week of each quarter to ensure implementation of at least two Student Data Days, during which students analyze their quarterly interim assessment data and reflect on their content mastery and use of test-taking</p>	<p>Nadia Barnard, MS Director; Emmanuel McKinney, HS Director; Samara Gibbs, 6-12 ELA Instructional Coach; Rashun Johnson, 6-12 Math Instructional Coach</p>	<p>03/13/2026</p>	<p>TAG 5.0 [\$106913.00]  SSIG 2.0 [\$45610.00]</p>	
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<p><b>[S 1.2] Provide support to ensure that an effective instructional model is implemented</b> Rationale -----</p> <p>*Provide a rationale for choosing the strategy/ intervention.*</p> <p>Teachers and leaders working in priority schools need support working with larger number of students with a variety of academic challenges. Teachers are more successful when they have support to build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with the social-emotional and academic needs and interest of students in mind. Priority school teachers and leaders need various supports that will help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that actively engage students in learning. We will partner data proven effective vendors to provide training, tools, direct supports, and coaching that will positively impact student outcomes.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>**</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.? *</p> <p>* The Academics Team will conduct ongoing staff professional development and PLCs including sign-</p>	<p><b>[A 1.2.1] Provide Data-Driven Professional Development for Teachers</b> Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Throughout the school year via our summer training, coaching meetings, PLCs and various forms of professional development, school administrators and instructional coaches guide and support teachers in analyzing data, effectively implementing their curriculum, incorporating literacy and numeracy strategies, backwards planning, and developing standards-aligned formative assessments.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly internal teacher professional development systems...(with sign-in sheets, agendas, and teacher feedback surveys)</p> <p>* Content Department PLCs - led by Instructional Coaches three times per quarter</p> <p>* Academic "Data Days" - led by Middle and High School Directors one time per quarter</p> <p>* Coaching meetings - led by Instructional Coaches weekly to biweekly (differentiated by need of teacher)</p> <p>* Staff Training, Planning and Preparation - led by school-wide leadership team one and a half weeks leading up to the start of the new school year</p> <p>* External Teacher professional development system: The Writing Revolution...(with sign-in sheets, agendas, and teacher feedback surveys) self-paced throughout Fall 2025 semester (TAG 5.0 funded)</p> <p>* CommonLit 360 Curriculum Training - led by CommonLit 360 (TAG 5.0 funded)</p> <p>* MasteryConnect implementation PD - led by MasteryConnect</p>	<p>Nadia Barnard, MS Director; Emmanuel McKinney, HS Director; Alexia Young, Director of Special Populations; Samara Gibbs, 6-12 ELA Instructional Coach; Rashun Johnson, 6-12 Math Instructional Coach</p>	<p>04/30/2026</p>	<p>TAG 5.0 [\$8425.10]</p>	
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	<p><b>[A 1.2.2] Provide Data-Driven Professional Development (for Leaders)</b></p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>During the year, all leaders participate in ongoing professional development at least once per month. At the beginning of the school year, the Executive Leadership Team creates a PD schedule for the Academics Team which consists of co-observations, team and individual meetings, instructional walkthroughs, and coaches' PLCs. Leaders who participate in these PDs include the Executive Director, middle and high School Directors (Principals), Instructional Coaches, and the Director of Special Populations. The focus of these PDs will include using data to set goals for the academic program, establishing professional development foci to support the goals, and norming on effective coaching strategies and teacher feedback protocols.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Coaches PLCs - twice per quarter for all Instructional Coaches facilitated and organized in partnership with Jenna Bartkiewicz Consulting, LLC (SSIG 2.0 funded)</p> <p>* Academics Team meetings - weekly to biweekly (dependent upon time of year) for Middle &amp; High School Directors, Director of Internal Assessments &amp; RTI, Dean of Exceptional Education, and Instructional Coaches</p> <p>* Co-observations with Instructional Coaches - weekly</p> <p>* Co-observations with School Directors - biweekly</p> <p>* Instructional Walkthroughs - quarterly for Executive Director, Middle &amp; High School Directors, and Instructional Coaches</p>	Emmanuel McKinney, HS Director, Nadia Barnard, MS Director	04/24/2026	<p>SSIG 2.0 [\$26600.00]</p> <p>TAG 5.0 [\$27000.00]</p>	
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<p><b>[S 1.3] Provide additional support for students who are failing to make academic progress</b> Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Due to various factors, including the impact of the pandemic, there is a large number of students needing intervention at Soulsville. Providing academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners is imperative to improve student achievement. In addition, school leaders and teachers need support and training to 1) ensure RTI2 intervention blocks and teacher-facing instruction is done with fidelity, 2) accurately analyze student data in order to prescribe aligned instruction that meet the needs of individual students.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* **62 out of the 248 (23%) 6-12 students enrolled in our RTI program in the 2024-25 school year were exited. Our 2024-25 school goal was at least 25%.**</p> <p>* **70% of students enrolled in the RTI Program in 2024-25 school year showed at least one year growth through based on Universal Screener data.**</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p>	<p><b>[A 1.3.1] Utilize external data systems to identify and assist struggling students</b> Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Using school-issued staff devices (Asus laptops), TSCS staff will continue to utilize external data systems (I-ready, Edgenuity, and EasyCBM) to identify and support students needing intervention. These tests will be administered three times a year and the data reviewed by Director of Special Populations, Academic Interventionists, Middle and High School Reading Specialists, and Administrators. Those students will be selected in collaboration with teachers and assigned specific plans and additional instruction. Students with characteristics of dyslexia determined by the TISA Law will receive dyslexic-specific intervention by our school-level Reading Specialists. TSCS staff will utilize data days and team meetings, utilizing interim assessments and unit assessments, to identify struggling students and create targeted plans such as "Success Lab" tutoring program to help those students improve. Student progress in this program will be shared with students and families as appropriate.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Director of Special Populations will conduct bi-monthly fidelity checks for all intervention classrooms to ensure teachers and interventionists are using data-driven strategies such as weekly small group instruction and computer-based interventions.</p> <p>* Each month, ELA teachers, math teachers, academic interventionists and the Director of Special Populations will review and analyze weekly progress monitoring data via Easy CBM for Tier II</p>	<p>Alexia Young, Director of RTI/ Internal Assessments; Nadia Barnard, MS Director; Emmanuel McKinney, HS Director; Chantelle Spann, HS Reading Specialist; Shetona Patton, MS Reading Specialist</p>	<p>05/22/2026</p>	<p>SSIG 2.0 [\$10274.77]</p> <p>TAG 5.0 [\$56750.00]</p>	
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	<p><b>[A 1.3.2] Implement School-wide Literacy Strategies</b></p> <p>Description</p> <p>-----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Leveraging school-issued devices (Asus Intel N-series, Computer Carts, Lenovo ThinkPads, Boxlight Walls: Promethean Boards, **Library Book Vending Machines**, and earbuds) as tools for implementation, TSCS teachers and leaders will develop school-wide systems to improve student literacy outside of and in direct support of direct ELA instruction. Teachers will participate in quarterly professional development focusing on student's current Reading levels in order to make informed decisions about student support needs when providing access to grade level texts. In addition, non-Math &amp; ELA teachers will receive support from instructional coaches in how to incorporate text-based instruction into their weekly lesson planning. Finally we will cultivate the love of reading in our scholars by providing them with unique opportunities to access books related their individual interests.</p> <p>Implementation</p> <p>-----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Instructional Coaches will review lesson plans weekly to ensure grade-level texts and text-dependent questions are being incorporated at least once per week.</p> <p>* Instructional Coaches will review teacher longterm plans for at least one unit incorporating digital/ AI literacy. **(TAG 5.0 funded)**</p> <p>* The Academics Team will lead quarterly PD to review and analyze student reading levels with agendas and sign-in sheets.</p> <p>* The Intervention team will host quarterly scholastic book fairs and literacy family nights to</p>	<p>Nadia Barnard, MS Director; Emmanuel McKinney, HS Director; Alexia Young, Director of Special Populations; Samara Gibbs, 6-12 ELA Instructional Coach</p>	<p>05/15/2026</p>	<p>Title I [\$3300.00]</p> <p>TAG 5.0 [\$58525.00]</p>	
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**[G 2] Safe and Healthy Students TSCS will reduce its chronically out of school rate by 10% from 42.4% in 2025 to 32.4% or less in 2026. Performance Measures: PowerBi daily reports, DeansList weekly report, Chronic Absenteeism AMO**  
\*\*Student Support and Services | Best for All Strategic Plan alignment: Student Readiness\*\*

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

**District Turnaround Plan Goal**  
[G 4] CSI schools will reduce chronic absenteeism rates from approximately 30% in 2025 to approximately 25% or less in 2026 by utilizing clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 2.1] Support students in overcoming barriers related to student attendance</b></p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Many priority students struggle with barriers to attendance such as transportation, transient lifestyle, homelessness, etc. The Dean of Parent &amp; Community Engagement, school social worker, and school attendance team members will monitor student attendance and develop attendance plans which includes student intervention plans, routine check-ins and incentives for students showing early warning signs (5-9% absenteeism rate).</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* For each grade level, except for 12th Grade, over 30% of students in the grade level were identified as "medium risk" for chronic absenteeism have between 5% and 9% absenteeism for the 2024-25 school year.</p> <p>* Over 60% of the class of 2025 were identified as "high risk" for chronic absenteeism having more than 10% absenteeism for the 2024-25 school year.</p> <p><b>Benchmark Indicator</b></p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency.? *</p> <p>* Twice per day, the Dean of Parent &amp; Community Engagement monitors daily tardy sign in reports from DeansList and sends robocalls and emails to</p>	<p><b>[A 2.1.1] Targeted Support for At-Risk Students</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>The school "Culture and Climate Committee" which consists of the middle and high school Assistant School Directors, Dean of Parent and Community Engagement, school social worker, Student Support Coordinator and CIS Liaison will meet monthly to review data and progress of student support plans. The Dean of Parent and Community Engagement and School Social Worker will conduct weekly check-in meetings with students who show early warning signs (5-9% absence rate) to create supports/ solutions to barriers to attendance.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly Student check-in meeting agendas and sign in sheets documented in DeansList</p> <p>* Middle and High Assistant School Directors will review the Dean of Family &amp; Student Engagement and School Social Worker's weekly action plans</p> <p>* Review of bi-weekly meeting agenda between Dean of Family &amp; Community Engagement and School Social Worker</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Incremental increase of 2% on 20-day reports for attendance rates leading to an overall attendance rate increase from 88.9% in 2025 to 93% or higher in 2026.</p> <p>* Less than 5% of students in each grade level who are flagged showing early warning signs will reach</p>	<p>Alyssa Brown, MS Assistant School Director; Ashley Little, HS Assistant School Director; Tonya Biles, Dean of Family &amp; Community Engagement; Eboni Williams, School Social Worker; Maya Robinson, Executive Director</p>	<p>05/21/2026</p>		
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<p><b>[S 2.2] Provide opportunities to meaningfully engage families to support their child's learning</b> Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Many of our families and staff who complete the Fall and Winter Insight Survey have communicated that parent and family engagement is a strong area for growth and opportunity at TSCS. It is an important necessity that we promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior for students showing early warning signs (5-9% absenteeism rate) of chronic absenteeism.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* Our suspension rate decreased from 30.7% in 2023-24 to 27.9% in 2024-25. * Our 'Family and Community Engagement' indicator on the Insight Teacher Survey grew from 3.3 in Fall 2024 to 3.5 in Spring 2025. * On the Spring 2025 Insight Family Survey, all domain and indicator percentages exceeded the national average for family engagement.</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency? *</p> <p>* 20-day student attendance reports from PowerSchool * SART and SARB meeting agendas and sign-in sheets * **Monthly Parent Training workshops ("Literacy</p>	<p><b>[A 2.2.1] School-wide Parent &amp; Family Engagement Plan</b> Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Parents are provided with the opportunity to engage with teachers and leaders during parent-teacher conferences and other parent night events, which happen multiple times per quarter throughout the school year. At this time, parents can request resources and assistance for their children. Parents are also expected to assist with homework as needed and to review weekly progress reports with students, at which time they can request assistance from their children's teachers. They have the option to use resources (wifi, computer, reference materials, etc) in our Parent Engagement Center after school to do this. Students and Parents are provided data points during the meetings, as well as in printed Weekly Data Reports that families can keep for student academic tracking. These reports show areas of growth and well as targeting improvement areas. Parents and students have access to teacher email addresses through our grade management system, Powerschool and DeansList. Our Dean of Family &amp; Community Engagement, will serve as an additional point of contact, support and resource for families seeking both internal and external resources and support for their student.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Mandatory Parent Compact Meetings held during Parent Registration for SY 2025-26 agenda and sign-in sheets * Mandatory Chronic Absenteeism Parent Meetings held during Parent Registration for SY 2025-26 agenda and sign-in sheets</p>	<p>Nadia Barnard, MS Director; Emmanuel McKinney, HS Director; Maya Robinson, Executive Director; Tonya Biles, Dean of Family &amp; Community Engagement</p>	<p>05/21/2026</p>		
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**[G 3] College & Career Readiness TSCS will increase the percent of Ready Graduates from 23.2% (2025) to 29.1% in 2026 and increase its graduation cohort rate to 96% or higher. Performance Measures: PowerBi daily reports; ACT score report, Graduation AMO**

**\*\*Student Support and Services | Best for All Strategic Plan alignment: Student Readiness\*\***

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

**District Turnaround Plan Goal**

[G 2] Build teacher capacity and content knowledge so that instruction reflects expectations on the TEM rubric with a 30% increase of CSI teachers scoring a 3 or higher on all domains from Spring 2025 to Spring 2026.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 3.1] Provide enrichment and accelerated learning opportunities for all students</b> Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>TSCS' College &amp; Alumni Support Team (CAST) will work with each student and their family to ensure 100% have access to a post-secondary pathway that allows a life of independence, choice, and fulfillment by providing students with adequate preparation and access to required postsecondary assessments and by individually counseling students and families, providing supports that narrow the gap in educational access, and implementing programs that prepare students for life beyond high school.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* 100% of our 78 graduated seniors of the class of 2025 are connected to at least one postsecondary pathway: + 59.2% are matriculating to a four-year institution, 23% are matriculating to a two-year college, 10% are matriculating to a technical school or full time workforce and 5% have enlisted in the Armed Forces. 0% are considered "disconnected" (not actively enrolled or connected to a postsecondary pathway). + 97% of seniors successfully completed and submitted the FASFA before June 1, 2024. * The Class of 2025 grew from 8.3% earning a composite score of 21 or higher on the 11th Grade March 2024 ACT in 2023-24 school year to 13.75% earning a composite score of 21 or higher on the October 2024 Senior Retake.</p>	<p><b>[A 3.1.1] Enroll All Juniors and Seniors in Junior and Seminar Seminar (ACT &amp; Postsecondary Prep) Courses</b> Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>All juniors take one class period per day of an 'academic seminar' class to help them begin to prepare for college and careers. Junior Seminar focuses almost exclusively on ACT preparation and provides students with ACT practice, test taking tips and strategies to succeed on the overall assessment.</p> <p>During students' senior year, all seniors take one class period per day of an 'academic seminar' entitled "Senior Seminar", which is led by two college counselors. The course was designed to provide additional time during the day to assist students with identifying colleges and other postsecondary pathways of interest, applying to said colleges and finding financial aid to make attending those colleges a possibility. Other postsecondary pathways include technical pathways, armed forces and the workforce. Instructors plan and assist students with planning college and school visits throughout the school year, hold student/ family decision meetings, support with postsecondary test prep, and assist students with navigating any other entrance requirements.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Rising Junior meeting agenda and sign in sheet * Rising Senior meeting agenda and sign in sheet * Junior Seminar class rosters, gradebook and daily attendance tracker * Senior Seminar class rosters, gradebook and daily attendance tracker * Q2 and Q3 Mock ACT effort tracker * Senior Parent/ Student Decision Meeting agenda</p>	<p>Peter Rosenberger, Sr Seminar Counselor; Matt Shelton, Sr Seminar Counselor; Kamyia Rivers, Seminar Instructor; Emmanuel McKinney, HS Director</p>	<p>05/08/2026</p>		
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<p><b>[S 3.2] Provide equitable access to early postsecondary opportunities: dual credit / dual enrollment, Advanced Placement (AP), International Baccalaureate (IB), College Level Exam Program (CLEP), Cambridge International Examinations (CIE), industry certifications</b></p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>TSCS will develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSOs) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* Percent of seniors considered Ready Graduates increased from 17.4% in 2024 to 23.8% in 2025.  * 100% of 2025 graduates were matched with a personalized "best fit" post-secondary opportunity.  * 80% of students in the class of 2025 completed at least one EPSO by May 2025.</p> <p><b>Benchmark Indicator</b></p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency? *</p> <p>* Audit of 2025-26 high school master course schedule  * Review of % of juniors and seniors enrolled in advanced academic courses.  * Review of dual enrollment (DE), advanced</p>	<p><b>[A 3.2.1] Provide Advanced Course Offerings to Prepare Students for Post-secondary Pathways</b></p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>TSCS students will have access to a variety of advanced academic course offerings throughout middle and high school in order to support success in college and/or their career path.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Audit of master course schedule to ensure diverse offering of advanced courses annually  * Audit of 11th and 12th grade class schedules and transcripts twice per year (Fall and Spring semester) to ensure enrollment in advanced academic courses  * Tutoring and supplemental support for students enrolled in advanced courses  * Ensure AP &amp; SDC teachers complete training within one week of the start of course to ensure course validity  * Ensure submission of AP syllabi and approval by college-board to ensure course validity  * Signed MOU with University of Memphis and Lemoyne-Owen College for DE course enrollment opportunities</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* 100% of seniors will have completed and passed at least one advanced academic course by the end of their 12th grade year.  * 100% of juniors will have completed and passed</p>	<p>Emmanuel McKinney, HS Director;  Jacque Rowe-Fields, Director of Postsecondary Success; Alexia Young, Director of Special Populations &amp; Assessments</p>	<p>05/21/2026</p>		
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<p><b>[S 3.3] Provide support to ensure that an effective instructional model is implemented</b> Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>TSCS will provide programs and initiatives designed to prepare students, parents, and teachers for a smooth and positive transition between specific grade levels and educational placements.</p> <p>Supporting Data -----</p> <p>*If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.*</p> <p>* Of our 78 graduated seniors of the class of 2025, 56% are enrolled in a four-year institution, 28% are enrolled in a two-year college, 8% are enrolled in a technical school, 1.8 enrolled in the Armed Forces, 5% are working full time, and 0% are considered "disconnected".</p> <p>* Our graduation cohort rate increased from 93% (2024) to 95% (2025).</p> <p><b>Benchmark Indicator</b> Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency? *</p> <p>* Annual review of transition programs and high school course offerings via parent and student evaluation feedback</p> <p>* Bi-annual review of student individualized plans (e.g., BIPs, 504 Service Plans, Functional Behavior Assessments, PSAPs, SART, or alternative school transition plans) to ensure students are on track for</p>	<p><b>[A 3.3.1] Annual Student &amp; Family Orientations &amp; Meetings</b> Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Throughout the entire school year, we create multiple opportunities to invite students and families to engage with leadership about the process of learning at TSCS. From the start of the school year with 6th grade, 9th grade and new student orientations to the beginning of the school year with student handbook review meetings to the spring with rising grade level meetings and then the end of the school year with senior workshops, we are intentional about providing numerous opportunities to explain and detail expectations for TSCS students and families.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Beginning of the year 6th, 9th &amp; New Student Orientation days and attendance</p> <p>* Beginning of the year 6th-12th grade Student Handbook Meetings led by school level administrators with agenda, attendance and feedback surveys</p> <p>* End of the year Rising Grade level meetings conducted by school level administrators and grade level teams once per year with meeting agendas and sign-in sheets</p> <p>* Senior workshops with graduating seniors led by CAST counselors with agendas, sign-in sheets and completed senior task checklists</p> <p>* Beginning of the year and end of year parent/ senior/ counselor graduation decision meetings with agenda and sign-in sheets</p> <p>Effectiveness -----</p>	<p>Matt Shelton &amp; Peter Rosenberger, Sr. Seminar Counselors; Jacque Fields, Director of Postsecondary Success; Andrew Vincent &amp; Staci Johnson, Alumni Counselors; Maya Robinson, Executive Director; Emmanuel McKinney, HS Director; Nadia Barnard, MS Director</p>	<p>05/15/2026</p>		
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