

Alcy Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts - Alcy will increase TCAP On-Track or Mastered rates in grades 3-5 from 14.5% in 2024 to 25% in 2026.

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

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

District Turnaround Plan Goal

[G 3] 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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of standards aligned curricula Rationale ----- 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. Supporting Data ----- *Existing Strategy* * Overall Mastery Connect Met/Exceeded in 3-5 ELA was 22.6% Spring 2024. * Mastery Connect Exceeded Expectations in 3-5 ELA was 4.8% Spring 2024. Benchmark Indicator Implementation	[A 1.1.1] Implement Wonders Curriculum Description ----- Literacy content teachers are set to implement, plan, and deliver learning experiences based on standards using the Wonders Curriculum, focusing on three instructional practices: Academic Vocabulary, Gradual Release, and Writing. Implementation ----- * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document * Quarterly TEM observation data * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in Effectiveness	Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Vilette Jones, PLC Coach	03/31/2026		

----- * Daily Informal Walkthrough using the District Walkthrough Protocol and Debriefing Document * Weekly Informal observation and feedback using the TEM rubric * Weekly PD agendas and sign-in * Fall, Winter, and Spring Formative Assessments OTM scores in ELA. Effectiveness ----- The overall Formative Assessments Met Expectations in ELA will increase from 23% in Spring 2024 to 33% or higher in Spring in 2026 by increasing 3.4% or higher each formative assessment (Fall 2025, Winter 2025, Spring 2026).	----- * Weekly classroom observations will reflect utilization of effective instructional strategies and best practices in use at least 85% of the instructional observed time. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2025, Winter 2025, Spring 2026). * Students should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.				
	[A 1.1.2] Provide Supplemental Resources to Promote Student Achievement Description ----- Students and teachers will be provided with additional resources such as reading subscriptions; online resources (Accelerated Reader); classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (Lu Interactive program, Student computers and teacher laptops to provide resources needed to support student achievement in core content areas, interactive boards and eGlass systems, headphones, mice etc.); classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.), laptop carts and field trips to support student achievement in core content areas.	Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Villette Jones, PLC Coach	03/31/2026	SSIG 2.0 TAG 5.0	

	Implementation ----- * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in Effectiveness ----- * Weekly classroom observations will reflect utilization of effective instructional strategies and best practices in use at least 85% of the instructional observed time. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2025, Winter 2025, Spring 2026). * Students should perform at or above the 70% on formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Teacher Tablets - 46 @ \$1187 = \$54602.00 Tablet deployment - 46 @\$8.45 = \$388.70 Total = \$54,990.70 eGS-35K12 35" eGlass Station for K12 - 35" - eGlass with rechargeable battery up down podium				
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	on wheels including keyboard & mouse \$1,899.00 30 = \$56,970.00 + Shipping (\$966.16)=\$57,936.16 Service - PRO.Install eGlass Station Install \$250.00 30= \$7,500.00 CONTRACTTIPS Pricing per TIPS Contract 230105- Technology Solu Pricing per TIPS Contract 230105- Technology Solutions Products and Service \$0 eGlass Interactive system total = \$65,436.16 71100-722 Student Laptops - 112 @ \$675.69 = \$75,677.28 Laptop charging carts – 4 @ \$555.50 = \$2,222.00 Super Admin Laptops - 3 @ \$778.70 = \$2336.10 Teacher Laptops - 8 @ \$647.25 = \$5,178.00 Camera - 2 @ \$859.99 = \$1719.98 Subtotal: \$87,133.36 71100-429 Laptop deployment – 112 @ \$13.00 = \$1456.00 Laptop carts deployment 4 @ \$20.00 = \$80.00 Laptop deployment – 3 @ \$13.00 = \$39.00 Laptop deployment – 8 @ \$13.00 = \$104.00				
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	Subtotal: \$1679.00				
	Grand Total = \$88,812.36				
	[A 1.1.3] Improve student achievement and growth by promoting rich learning environments Description ----- Alcy Elementary is committed to securing the necessary supplies, materials, equipment, and resources to bolster academic growth and achievement in reading and language arts. With an increasing number of students presenting diverse academic challenges, teachers require support to enhance their capacity for effective first instruction, deep understanding of content standards, and the planning and delivery of instruction that considers the social-emotional and academic needs and interests of students. Priority schools necessitate a range of supports to influence student growth and achievement, including coaching cycles, collaborative planning and teaching, analysis of student work, tutoring, and the implementation of strategies that actively engage students in learning. We are dedicated to providing training, tools, direct support, and coaching, and will collaborate with established Tier I Teachers, Instructional Coaches, and vendors to offer training and support aimed at improving student outcomes. Implementation ----- * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document	Dr. Villette Jones, PLC Coach	03/31/2026		

	* Quarterly TEM observation data * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in Effectiveness ----- * Weekly classroom observations will reflect utilization of effective instructional strategies and best practices in use at least 85% of the instructional observed time. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2025, Winter 2025, Spring 2026) in ELA. * Students should perform at or above the 70% on formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. ***Stipends for Tutors* – 15 teachers @ \$30.00/hr. x 2 hrs./day x up to 46 days = \$41,400.00** 201 SS=\$2210.87 204 Retirement \$2496.00 212 Medicare \$517.06 **\$46,623.90** ** ** Instructional supplies for afterschool tutoring such as chart tablets, dry erase markers, response				
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	boards, paper, pencils and sticky notes, **\$204.27**				
	[A 1.1.4] Instructional Facilitator Description ----- Instructional Facilitator are tasked with conducting learning walks and offering prompt feedback to educators. They will create tailored professional development and coaching strategies to address specific needs, which encompass but are not limited to, quality initial teaching, understanding of content standards, proficient planning, and instruction delivery. Additionally, they will engage in joint planning meetings to aid teachers in implementing effective teaching strategies, model and explain the stratification of instructional activities for individual or group learning, and guide teachers in making data-driven, standards-aligned instructional choices. Implementation ----- * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document * Quarterly TEM observation data * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in Effectiveness ----- * Weekly classroom observations will reflect utilization of effective instructional strategies and best practices in use at least 85% of the instructional observed time. * Increase OTM rates in ELA by 5.3% on each	Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Villette Jones, PLC Coach	06/30/2026	TAG 5.0	

	formative assessment (Fall 2025, Winter 2025, Spring 2026). * 40% of teachers coached will score a 3 or higher in Teach indicators 1, 2, and 3 across core contents.				
	[A 1.1.5] Provide Additional Informational Text Resources Description ----- STEMScopes Tennessee is a literacy-based resource that provides students with access to informational text that aligns with reality. STEMScopes is a digital platform, enhanced by print, and brought to life in hands-on kits, that create a student-centric blended STEM learning environment where teachers are able to teach, intervene, and accelerate their diverse students. STEM digital resources and on-demand print come to life through hands-on kits offering teachers an adaptive platform that increases engagement, rigor, and student achievement. Implementation ----- * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document * Quarterly TEM observation data * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in Effectiveness ----- * Weekly classroom observations will reflect utilization of effective instructional strategies and best practices in use at least 85% of the	Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal Dr. Villette Jones, PLC Coach	03/31/2026		

	instructional observed time. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2025, Winter 2025, Spring 2026). * Students should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.				
	[A 1.1.6] ELA Assessment Planning Description ----- Instructional Leadership Team and K – 5th grade ELA teachers will create bi-weekly assessment/lesson plans. Implementation ----- * Formative Assessment (Fall, Winter, Spring) * Weekly PD and/or planning collaborative agendas and sign-in Effectiveness ----- * Weekly classroom observations will reflect utilization of effective instructional strategies and best practices in use at least 85% of the instructional observed time. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2025, Winter 2025, Spring 2026). * Students should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.	Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Villette Jones, PLC Coach	06/30/2026	TAG 5.0	

	Itemized list of expenses for the action step: *Stipends - 20* ELA & Math teachers/ILT @ \$26/hr (includes benefits) x 50 hours = *\$26,000.00* \$30,000.00 SS \$1612.00; Retirement 1820.00; Medicare \$377.00				
	[A 1.1.7] Data Driven Instructional Planning Description ----- Classroom teachers will participate in an on-going process of reviewing data and planning for reteaching and next steps after each district formative assessments administration. Implementation ----- * Weekly lesson plans and deliberate practice sessions * Daily classroom observations (Classroom Walkthrough Protocol and Debriefing Document) * Quarterly CFA ELA data reports Effectiveness ----- * Weekly review of lesson plans during collaborative planning will reflect best practices and effective strategies that align to the standards at 100%. * Daily classroom observations will reflect student engagement in the content at least 85% of the observed instructional time. * CFAs (Fall, Winter, and Spring) will show growth in students shifting from below to approaching,	Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Villette Jones, PLC Coach	06/30/2026	TAG 5.0	

	approaching to On-Track, and/or On-Track to Mastery by at least 2% per assessment window.				
[S 1.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms Rationale ----- Creating structured opportunities for staff collaboration essential to fostering continuous improvement in teaching and learning across all classrooms. Collaborative professional environments contribute to stronger instructional practices, improved student outcomes, and a more cohesive school culture. Supporting Data ----- *Existing Strategy* * TEM scores of 3 or higher showed an increase from 56% Spring 2023 to 100% Spring 2026*.* * Exceeded the State's TNReady participation rate of 80%. Benchmark Indicator Implementation ----- * Weekly classroom observations using the District Walkthrough Protocol and Debriefing Document * Weekly agendas and sign-in sheets from professional learning events for all teachers * Common Formative Assessments administered Fall, Winter, and Spring Effectiveness ----- * Weekly classroom observations will reflect student engagement in the content at least 85% of the observed instructional time.	[A 1.2.1] Provide Instructional Practices Support Description ----- All members of the Administrative Leadership Team; Principal, Assistant Principal, PLC Coach, and Instructional Facilitator will provide weekly coaching sessions through PLC and faculty meetings. The meeting topics will be focus on Reading Language Arts standards, performance-based objectives, reading implementation strategies, gradual release of responsibility, and higher order thinking skills to ensure teachers understand the curriculum. Implementation ----- * Weekly Administrative Leadership Team meeting. * Weekly ILT Meeting schedule with agenda and/or desired outcomes * Weekly coaching forms with actionable feedback Effectiveness ----- * 80% of coaching plans will be executed as scheduled and planned and increase by 5% each quarter to meet the overall goal of 100%. * Increase OTM rates by 3.4% or higher each MC assessment (Fall 2025, Winter 2025, Spring 2026). * Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5.	Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Vilette Jones, PLC Coach	03/31/2026		

* Monthly classroom observations will reflect teachers implementing new (learned) strategies and practices during 90% of the time. * Students will demonstrate growth from below to approaching; approaching to on-track; and/or on-track to mastery on District CFAs by at least 5% per assessment window (Fall, Winter, and Spring).					
[S 1.3] Provide support for early warning and multi-tiered student response systems Rationale ----- 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. Supporting Data ----- *Existing Strategy* * .5% increase in percentage points of students performing “MET” on both ELA TCAP from Spring 2023 to Spring 2024. * Alcy demonstrated decreases in 3-5 ELA and Math “Below” on TCAP from the Spring 2023 to Spring 2024 assessment Benchmark Indicator Implementation ----- * Monthly progress monitoring data review of students' performance in targeted intervention	[A 1.3.1] Implement Response to Instruction and Intervention (RTI2)/MTSS Description ----- The MTSS Team will consult with the school psychologist and teachers to determine appropriate interventions for students. Students will receive forty-five minutes of quality intervention instruction daily. Students' progress and teachers' effective teaching practices will be monitored through intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments. Implementation ----- * Monthly Data Team Meeting agenda and sign-in * Weekly Fidelity check notes/records * Quarterly MTSS Compliance reports * Weekly Informal Walkthroughs Effectiveness ----- * The percentage of out of compliance students will decrease incrementally by 1.5% or more per quarter. * The number of Tier III students requiring	Dr. Villette Jones, PLC Coach; Sonya Harris-McGhee , Interventionist; Sherika Taper, School Counselor; Lakeisha Cottrell, Assistant Principal; Eureka McAfee, Principal	03/31/2026		

(AimsWeb) to determine next steps of intervention support in an effort to get them to grade level. * 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. * Weekly Informal Walkthrough data * Monthly PD agendas and sign-in * Fall, Winter, and Spring District Formative Assessments OTM scores in ELA Effectiveness ----- * Improve teacher instructions of classroom observations to reflect at least 85% of the instructional observed time. * Instructional practices will reflect best practices and effective strategies that align to the standards at 100% that will result in teacher TEM and LOE scores increasing by one level: 2 to 3; 3 to 4; or 4 to 5. * Students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter * Increase OTM rates in ELA by 5.3% on each District Formative Assessments (Fall 2025, Winter 2025, Spring 2026).	intervention will decrease 5% from the Fall 2025 to Winter 2025 assessment period and an additional 5% from the Winter to the Spring 2026 assessment.				
	[A 1.3.2] Collaboration with RTI Leads and Data Team Description ----- The MTSS Team, in collaboration with the school psychologist and teachers, will identify suitable interventions for students. Each student will receive forty-five minutes of high-quality intervention instruction every day. The effectiveness of teaching	Sonya Harris-McGhee , Interventionist; Sherika Taper, School Counselor; Dr. Villette Jones, PLC Coach; Lakeisha	03/31/2026		

	practices and student progress will be evaluated using intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments. Implementation ----- * Monthly Data Team Meeting agenda and sign-in * Weekly Fidelity check notes/records * Quarterly MTSS Compliance reports * Weekly Informal Walkthroughs Effectiveness ----- * The percentage of out of compliance students will decrease incrementally by 1.5% or more per quarter. * The number of Tier III students requiring intervention will decrease 5% from the Fall 2025 to Winter 2025 assessment period and an additional 5% from the Winter to the Spring 2026 assessment.	Cottrell, Assistant Principal; Eureka McAfee, Principal			
[S 1.4] Professional Development Rationale ----- Provide professional development for teachers, and administrators, 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. Supporting Data -----	[A 1.4.1] Professional development opportunities to enhance content pedagogy Description ----- Instructional leadership team members will attend professional learning in-town and out-of-town conferences to gain knowledge on core leadership skills to facilitate effective school professional development opportunities for teachers who provide instructions in reading classrooms. Training sessions build educator excellence to give all students the opportunity for success with a focus on student engagement, blended learning, and	Eureka McAfee, Principal, Lakeisha Cottrell, Assistant Principal, Dr. Villette Jones, PLC Coach	03/31/2026		

New strategy. Benchmark Indicator Implementation ----- * Monthly Instructional Leadership Team (ILT) meetings agendas and attendance * Professional Learning agenda and attendance * Daily Classroom Observations using the District Walkthrough Protocol and Debriefing Document Effectiveness ----- * 75% of weekly classrooms observations will demonstrate the ability to effectively implement the identified instructional shifts. * Formative Assessment in ELA will increase the percent of students scoring Met Expectations from 23% in Spring 2024 to 33% or higher in Spring 2026 (Fall 2025, Winter 2025, Spring 2026).	standards aligned instruction. Participants will develop an understanding of tools and research-based practices that drive students towards owning their own learning and eliminating equity gaps to directly impact student success with aligned resources. Professional Learning sessions may include Effective Blended Learning: Student Engagement, Thinking, and Choice; Maximizing Student Ownership of Learning; Who is Doing the Thinking and Problem Solving. Implementation ----- * Monthly Instructional Leadership Team (ILT) meetings agendas and attendance * Professional Learning agenda and attendance * Daily Classroom Observations using the District Walkthrough Protocol and Debriefing Document Effectiveness ----- * 75% of weekly classrooms observations will demonstrate the ability to effectively implement the identified instructional shifts. * The percentage of observed lessons meeting the expectations of the district instructional frameworks will increase from 41.8% from Spring 2024 to 52% Spring of 2026 with a 2.5% or higher increase per quarter.				
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[G 2] Mathematics - Alcy will increase TCAP On-Track or Mastered rates in grades 3-5 from 7.4% in 2024 to 17.4% in 2026.

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

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

District Turnaround Plan Goal

[G 3] 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.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale ----- Teachers at Alcy will design and implement lessons aligned with standards, using data-informed instruction to intentionally focus on providing daily exposure to a challenging math curriculum. This approach will foster student engagement with significant content, build upon existing knowledge (prerequisite skills), and enhance mastery of Tennessee Standards, preparing students for college and career readiness. Supporting Data ----- *Existing Strategy* * Overall Mastery Connect Met/Exceeded in Math was 18.2% Spring 2023 and 18.7% Spring 2024. * Mastery Connect Exceeded Expectations in K-2 Math was 21.8% Spring 2023 and 28.7% Spring 2024. Benchmark Indicator Implementation ----- * Daily Informal Walkthrough data using the District Classroom Walkthrough Protocol and Debriefing Document	[A 2.1.1] Implement Envision Math Curriculum Description ----- Mathematics content teachers will implement, plan, and deliver standards-based learning experiences using the EnVision Math Curriculum with an emphasis on the Memphis -Shelby County School Direct Teacher Model (DTM) which embeds the 5 E Instructional model (Engage, Explore, Explain, Elaborate, and Evaluate). Measuring Up will also be used for additional math resource to promote student achievement in core content areas. Implementation ----- * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document * Quarterly TEM observation data * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in Effectiveness ----- * Weekly classroom observations will reflect utilization of effective instructional strategies and best practices in use at least 85% of the instructional observed time. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2025, Winter 2025,	Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach	03/31/2026		

* Weekly Informal observation and feedback using the TEM rubric * Weekly PD agendas and sign-in * Fall, Winter, and Spring formative assessments OTM scores in Math Effectiveness ----- * The overall TCAP Met Expectations in Math will increase from 7.4% in Spring 2024 to 17.4% or higher in Spring in 2026 by increasing 3.4% or higher each formative assessment (Fall 2025, Winter 2025, Spring 2026).	Spring 2026). * Students should perform at or above the 70% on formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.				
	[A 2.1.2] Provide Supplemental Resources to Improve Student Achievement Description ----- Students and teachers will receive supplementary resources including mathematics subscriptions, online materials, and classroom supplies for math centers such as books, hands-on manipulatives, and games. Educational technology like computers, interactive boards, headphones, and mice, as well as essential classroom and student supplies like pencils, paper, tablets, folders, agenda books, glue, and tape, will also be provided to bolster classroom teaching and elevate student performance. Implementation ----- * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document	Dr. Villette Jones, PLC Coach	03/31/2026		

	* Quarterly TEM observation data * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in Effectiveness ----- * Weekly classroom observations will reflect utilization of effective instructional strategies and best practices in use at least 85% of the instructional observed time. * Increase OTM rates by 10.0% or higher each formative assessment (Fall 2025, Winter 2025, Spring 2026). * Students should perform at or above the 70% on formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.				
	[A 2.1.3] Improve student achievement and growth by supporting rich learning environments Description ----- Alcy Elementary is committed to acquiring the necessary supplies, materials, equipment, and resources to foster academic growth and success in mathematics. With a growing number of students presenting diverse academic challenges, teachers require support to enhance their capacity for effective first instruction, deep understanding of content standards, and proficient planning and delivery of lessons that consider the social-emotional and academic needs and interests of their students. Priority schools' benefit from a range of support mechanisms that positively affect student growth and achievement, including coaching cycles, collaborative planning, co-teaching, analysis of student work, and the	Dr. Villette Jones, PLC Coach	03/31/2026		

	implementation of strategies that actively engage students in learning. We are dedicated to providing training, tools, direct support, and coaching, and will collaborate with vendors known for their effectiveness to offer training and support that will influence student outcomes. Implementation ----- * Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document * District Formative Assessment (Fall, Winter and Spring) * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in Effectiveness ----- * Weekly classroom observations will reflect utilization of effective instructional strategies and best practices in use at least 85% of the instructional observed time. * Increase OTM rates by 3.5% or higher each District Formative Assessments (Fall 2025, Winter 2025, Spring 2026).				
	[A 2.1.4] Mathematics Assessment Planning Description ----- Instructional Leadership Team and K – 5th grade Math teachers will create bi-weekly assessment/lesson plans.	Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr.	03/31/2026		

	Implementation ----- * Daily classroom observations using the District Classroom Observation Protocol and Debriefing Document * Weekly schedule of coaching support * Weekly PD and/or planning collaborative agendas and sign-in * Formative Assessment Data - Fall, Winter, and Spring Effectiveness ----- * Increase OTM rates by 3.5% or higher each formative assessment (Fall 2025, Winter 2025, Spring 2026).	Villette Jones, PLC Coach			
	[A 2.1.5] Instructional Facilitator Description ----- Instructional Facilitator will conduct math learning walks and provide immediate feedback to teachers. Design differentiated professional development and coaching plans for areas of need (includes but not limited to good first teaching, knowledge of content standards, effective planning, delivery of instruction). Participate in collaborative planning sessions to assist teachers in delivery of effective instruction, practice and demonstrate how to tier instructional activities for small or whole group instruction, and support teachers to make informed standards-aligned instructional decisions after analyzing student data. Implementation ----- * District Formative Assessments (Fall, Winter and	Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach	06/30/2026	TAG 5.0	

	Spring) * Quarterly TEM observation data Effectiveness ----- * Math OTM rates will increase by 3.5% or higher each formative assessment (Fall 2025, Winter 2025, Spring 2026). * 40% of teachers coached will score a 3 or higher in Teach indicators 1, 2, and 3 across core contents quarterly.				
	[A 2.1.6] Educational Assistants Description ----- Educational Assistants work directly with K-5 in the areas of Math foundational skills to support small group instructions. K-5 classroom will be equipped with an assistant for support in helping students achieve academic success. Implementation ----- * Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document * Weekly Collaborative Planning agenda and attendance * Fall, Winter, and Spring Formative Assessment data Effectiveness ----- * Daily classroom observations will reflect student engagement in the content at least 85% of the	Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach	06/30/2026	TAG 5.0	

	instructional observed time. * CFAs (Fall, Winter and Spring) will show growth in students shifting from below to approaching, approaching to OTM by at least 2% per assessment window.				
	[A 2.1.7] Data Driven Instructional Planning Description ----- Classroom teachers will participate in an on-going process of reviewing data and planning for reteaching and next steps after each district formative assessments administration. 18 Substitutes @ \$200/day (includes benefits) = \$3,600.00 [6 substitutes per CFA Assessment (Fall, Winter, Spring)] SS 223.20; Retirement 252.00; Medicare \$52.20 Total: \$4127.40 Implementation ----- * Weekly collaborative planning sessions (lesson plans and deliberate practice) agendas and attendance * Daily classroom observations using the Classroom Walkthrough Protocol and Debriefing Document * Quarterly CFA Math data Effectiveness ----- * Daily classroom observations will reflect student	Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach	06/30/2026	TAG 5.0	

	engagement in the content at least 85% of the observed instructional time. * CFAs (Fall, Winter, and Spring) will show growth in students shifting from below to approaching, approaching to On-Track, and/or On-Track to Mastery by at least 2% per assessment window.				
[S 2.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms Rationale ----- Creating structured opportunities for staff collaboration essential to fostering continuous improvement in teaching and learning across all classrooms. Collaborative professional environments contribute to stronger instructional practices, improved student outcomes, and a more cohesive school culture. Supporting Data ----- *Existing Strategy* * TEM scores of 3 or higher showed an increase from 56% Spring 2023 to 90% Spring 2025*.* * Exceeded the State's TNReady participation rate of 80%. Benchmark Indicator Implementation ----- * Weekly classroom observations using the District Walkthrough Protocol and Debriefing Document * Weekly agendas and sign-in sheets from professional learning events for all teachers * Common Formative Assessments administered	[A 2.2.1] Provide Instructional Practices Support Description ----- All members of the Administrative Leadership Team; Principal, Assistant Principal, PLC Coach, and Instructional Facilitator will provide weekly coaching sessions through PLC and faculty meetings. The meeting topics will be focus on standards, performance-based objectives, implementation strategies, gradual release of responsibility, and higher order thinking skills to ensure teachers understand the curriculum. Implementation ----- * Weekly Meeting agenda and attendance * Weekly coaching forms with actionable feedback Effectiveness ----- * Increase Math OTM rates by 5.3% on each quarterly assessment (Fall 2025, Winter 2025, Spring 2026).	Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Vilette Jones, PLC Coach	03/31/2026		

Fall, Winter, and Spring Effectiveness ----- * Weekly classroom observations will reflect student engagement in the content at least 85% of the observed instructional time. * Monthly classroom observations will reflect teachers implementing new (learned) strategies and practices during 90% of the time. * Students will demonstrate growth from below to approaching; approaching to on-track; and/or on-track to mastery on District CFAs by at least 5% per assessment window (Fall, Winter, and Spring).					
[S 2.3] Provide support for early warning and multi-tiered student response systems Rationale ----- 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. Supporting Data ----- Existing Strategy * Overall District Formative Assessments Met/Exceeded in Math was 18.2% Spring 2023 and 18.7% Spring 2024. * District Formative Assessments Exceeded Expectations in K-2 Math was 21.8% Spring 2023 and 28.7% Spring 2023. Benchmark Indicator Implementation -----	[A 2.3.1] Implement Response to Instruction and Intervention (RTI2) Description ----- The RTI/MTSS Team, in collaboration with the school psychologist and the district's RTI department, will identify suitable interventions for students. Each student will receive forty-five minutes of high-quality intervention instruction every day. The effectiveness of teaching practices and student progress will be evaluated using intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments. Implementation ----- * Monthly Data Team Meeting agenda and sign-in * Weekly Fidelity check notes/records * Quarterly RTI Compliance reports * Daily Informal Walkthroughs using the District Walkthrough Protocol and Debriefing Document Effectiveness	Sherika Taper, Professional School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Vilette Jones, PLC Coach	03/31/2026		

* Monthly progress monitoring data * Monthly fidelity checks * District Benchmark Assessments (Fall, Winter and Spring) * Weekly review of grade reports (summer learning) Effectiveness ----- * Monthly data team meetings will reflect at least 10% of students being able to progress to the next level domain and/or exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.	----- * Decrease out of compliance students incrementally by 1.5% or more per quarter. * The number of Tier III students requiring intervention will decrease by 5% from the Fall 2025 to Winter 2025 assessment period and an additional 5% from the Winter to the Spring 2026 assessment*.*				
	[A 2.3.2] Collaboration with RTI Leads and Data Team Description ----- The RTI/MTSS Team will consult with the school psychologist and the district's RTI department to determine appropriate interventions for students. Students will receive forty-five minutes of quality intervention instruction daily. Students' progress and teachers' effective teaching practices will be monitored through intervention walkthrough tools, fidelity checks, universal screeners, and progress monitoring assessments. Implementation ----- * Monthly Data Team Meeting agenda and sign-in	Sherika Taper, Professional School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach	03/31/2026		

	* Weekly Fidelity check notes/records * Quarterly RTI Compliance reports * Daily Informal Walkthroughs using the District Walkthrough Protocol and Debriefing Document Effectiveness ----- * The percentage of out of compliance students will decrease incrementally by 1.5% or more per quarter. * The number of Tier III students requiring intervention will decrease by 5% from the Fall 2025 to Winter 2025 assessment period and an additional 5% from the Winter to the Spring 2026 assessment.				
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[G 3] Safe and Healthy Students - Alcy will reduce the percentage of chronically out of school students from 40.4% in 2024 to 35% in 2026.

****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
[S 3.1] Support students in overcoming barriers related to student attendance Rationale ----- Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student	[A 3.1.1] Implement Behavioral RTIB Description ----- Teachers will use RTIB behavior interventions to support students. Students and their families will know core values, learning expectations, and the rules of engagement as teachers follow the steps	Sherika Taper, Professional School Counselor; Sonya Harris-McGhee , Interventionist;	03/31/2026		

supports. Supporting Data ----- *Existing Strateg*y * Chronic absenteeism rate increased from 39% in 2023 to 42% in 2024. * Attendance rate increased from 89.9% in 2024. Benchmark Indicator Implementation ----- * 20-day Discipline Reports * 20-day Attendance Reports * Weekly monitoring checklist (for students identified as needing additional support, i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports, and progressive discipline supports.) Effectiveness ----- * 20-day attendance reports will reflect an increase of 2% each reporting period * The suspension rate will decrease by 2% every 20-day reporting period.	of the Progressive Discipline Plan. Implementation ----- * 20-day Discipline Reports * 20-day Attendance Reports * Weekly monitoring checklist (for students identified as needing additional support, i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports, and progressive discipline supports.) Effectiveness ----- * 20-day attendance reports will reflect an increase of 2% each reporting period * The suspension rate will decrease by 2% every 20-day reporting period.	Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach			
	[A 3.1.2] Monitoring Student Attendance Description ----- Alcy will utilize a streamlined process for monitoring student attendance and tracking at-risk (5-8% attendance rate) or chronically absent (10% attendance rate or higher) students. Implementation	Sherika Taper, Professional School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee,	03/31/2026		

	----- * 20-day Attendance Reports * Weekly monitoring checklist (for students identified as needing additional support, i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports, and progressive discipline supports.) Effectiveness ----- * 20-day attendance reports will reflect an increase of 2% each reporting period	Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach			
	[A 3.1.3] Student Attendance Incentives Description ----- Alcy has developed a system for providing incentives for good and improved attendance such as certificates, ribbons, small trophies, medals, bikes, field trips, video game consoles or instructionally related items to be used in the classroom. Students will have the opportunity to attend field trips to experience hands-on, interactive activities and to motivate and support a positive learning environment. Students who meet the criteria of maintaining 70% of the twenty-day attendance will have the opportunity to participate in out-of-town field trips. This will include admission, travel, and meals for students who show 95% above attendance. Implementation ----- * Daily attendance records * Bi-weekly attendance reports * 20-day attendance reports	Sherika Taper, Professional School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach	03/31/2026		

	* Weekly student check-in Effectiveness ----- * 20-day attendance reports will reflect an increase of 2% each reporting period * The suspension rate will decrease by 2% every 20-day reporting period.				
[S 3.2] Provide opportunities to meaningfully engage families to support their child's learning Rationale ----- Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Supporting Data ----- *Existing Strategy* * Chronic absenteeism rate increased from 39% in 2023 to 40% in 2024. * Attendance rate increased from 89.9% in 2023-24. Benchmark Indicator Implementation ----- * 20-day student attendance reports * 20-day discipline reports * Biannual survey for adopters * Monthly SART and SARB meeting agendas and attendance * Quarterly parent workshops agenda and attendance	[A 3.2.1] Provide Parent Training Description ----- * The leadership team will provide quarterly training to parents and community members, on various topics for the 2025-2026 school year. Topics will include attendance, parental engagement opportunities, home to school connections, Wonders (Literacy Night) and Envision Math (Math and Science Night) curricula, understanding students' assessment data, and student achievement. * Students showing early warning signs (5-8% absence rate) will receive weekly check-ins and meetings with parents to help find supports/solutions to barriers to attendance. Implementation ----- * Weekly Student check-in meeting documentation * Monthly Parent meeting documentation and sign-in Effectiveness ----- * Students flagged showing early warning signs attendance will decrease by 4% quarterly.	Monica Peeples, Family Engagement Specialist; Sherika Taper, Professional School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach	03/31/2026		

Effectiveness ----- * A 2% increase in attendance rates every 20 days * Monthly appointments for SART and SARB meetings will reflect a 1% decrease.	* Parent meeting attendance will increase by 5% monthly.				
	[A 3.2.2] School Attendance Team Collaboration Description ----- The School Attendance Team will supply data regarding students who are chronically absent and those considered at risk. Implementation ----- * Weekly attendance report * Quarterly School Attendance Team Collaboration meeting agenda and sign-in * Monthly SART and SARB agenda and sign-in * Quarterly monitoring of student intervention plans with specific reports Effectiveness ----- * The number of students identified as at-risk for chronic absenteeism and requiring an intervention plan will decrease by 10% or more each quarter. * Incremental increase of 2% on 20-day reports for attendance rates	Sherika Taper, Professional School Counselor; Sonya Harris-McGhee , Interventionist; Eureka McAfee, Principal; Lakeisha Cottrell, Assistant Principal; Dr. Villette Jones, PLC Coach	03/31/2026		