

Double Tree Elementary Annual Plan (2025 - 2026)

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[G 1] Double Tree Elementary will increase student 3-5 ELA TCAP achievement from 6.1% in SY24 to 15% in SY26.

****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.

Root Cause Analysis Students lack foundational skills

Root Cause 1: Students struggle with comprehension and written responses.

Root Cause 2: Students are not receiving consistent exposure to grade-level complex texts and writing tasks aligned to standards.

Root Cause 3: ELA instruction often focuses on isolated skills or below-grade-level materials rather than integrated, standards-based lessons. There is no structured professional development tied to ELA rigor and standards-based practices.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous reading curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.	[A 1.1.1] Supports Resources and Effective Instruction Description ----- Students and teachers will be provided with resources and materials to support instruction and increase student engagement in ELA classrooms. Classrooms will be provided various resources/materials such as, Districtwide common	Marcus Phillips (Principal), Anitra Clark (PLC Coach), LaSandra Young (Dean of Students) Tracy Lewis (Interventionist)	04/30/2026		

Rationale ----- 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. Supporting Data ----- According to the data, 31% of Double Tree's students were placed in Tier 1 level for the 24-25 Spring Diagnostic assessment. During the 23-24 iReady Spring Diagnostic assessment, 33% of students were on in Tier 1. Benchmark Indicator Implementation ----- Weekly classroom walkthroughs using the school walkthrough form Weekly PLC & Collaborative Meeting Agendas & Sign-in Sheets Bi-weekly CFA Data Tracker Form Monthly iReady Data Meeting Form	formative assessments**, **DeansList, practice workbooks from Perfection Learning and math and reading instructional materials, classroom libraries, manipulatives, for small group/differentiated instruction, practice workbooks from Curriculum Connection, laptops, printers, charging cabinets, headphones, Swivl Boards, and Promethean Boards. These resources will help to improve student engagement and provide additional access to rigorous learning opportunities using whole and small group instruction. To improve family engagement and communication, the school will use the display monitor, and family engagement kits. Implementation ----- Weekly deliberate practice forms with feedback Daily classroom walkthroughs using school walkthrough form (Popservation form) Bi-Weekly CFA Data Meetings (Power points/ Sign in/Agenda) Monthly iReady data meetings 20-day discipline reports Quarterly professional development logs Effectiveness ----- Student data will show a 5% increase on Common				
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Effectiveness ----- Classroom walkthroughs will show at least 95% of teachers implementing standard aligned lessons, that include small group instructions daily Collaborative Data Meetings with Teachers and Administration will show 90% will attend and analyze data Bi-Weekly Data tracking will reflect that students will increase proficiency by 5% on Common Formative Assessments 100% of teachers will participate in monthly iReady data meetings to discuss student growth in intervention and plan next steps	Bi-Weekly Formative Assessments Weekly classroom walkthrough data will reflect 95% of teachers implementing standard aligned lessons that include small group instruction and 80% of the students fully engaged in the work. Bi-weekly data tracking will reflect that students will increase proficiency by 5% on common weekly assessments. Monthly review of the 20-day discipline reports will reflect a 10% decrease in student incidents. Monthly iReady meetings reflect 5% of students moving from Tier 2 to Tier 1. 100% of teachers will submit PD logs that reflect participation in at least one selective professional learning event each quarter.				
	[A 1.1.2] Content Aligned Professional Learning Community Meetings/ Collaborative Planning Description ----- Staff and all Admin will meet to plan small group lessons around the expectations of the standards weekly to address deficits found in the data. Implementation ----- Weekly Classroom walkthroughs to identify trends. Weekly lesson plan checks with feedback given to annotations and models.	Marcus Phillips (Principal); Anitra Clark (PLC Coach)	04/30/2026		

	Weekly Collaborative Planning Meetings with deliberate practice focused on research-based teaching strategies. Effectiveness ----- 90% of teachers will implement specified look-for based on the classroom walk-through forms weekly which will result in a 10% increase in student mastery on biweekly assessments. 80% of Teachers will modify and implement lessons plans based on feedback given during collaborative planning sessions weekly which will result in a 10% increase in student mastery on biweekly assessments 90% of Teacher will implement lessons daily based on deliberate practice feedback which will result in a 10% increase in student mastery on biweekly assessments.				
	[A 1.1.3] Data Teams Description ----- Staff and Admin will create data teams centered around data based on standards of struggle and student performance to help increase mastery of standards. Implementation -----	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Tracy Lewis (Interventionist); LaSandra Young (Dean of Students)	04/30/2026		

	Biweekly Data Analysis Meetings utilizing data trackers. Weekly PLCs meetings w/ Content Admin and Supported Teachers centered around research-based strategies. Effectiveness ----- Biweekly Common Assessments will show a 10% increase in student mastery of standards aligned assessment. Weekly classroom walk throughs will show at least 85% of teachers implementing research-based strategies from the previous week's PLC.				
[S 1.2] Provide support to ensure that an effective instructional model is implemented **Rationale**: 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. **Supporting Data: ** According to iReady data, Double Tree students decreased from 22% in Spring 2024 to 18 in Spring 2024 of students placed in level Tier 1. Benchmark Indicator Implementation Weekly Classroom walkthrough form	[A 1.2.1] Personalized Instructional Goals Description ----- Provide additional professional development, which will address teachers' understanding of the goal of each standard, and strategies to ensure that students are able to master the goal of each standard. Implementation ----- Weekly walkthroughs with feedback Deliberate practice with feedback Weekly PLCs with Content Admin and Supported Teacher	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Tracy Lewis (Interventionist)	04/30/2026		

Weekly PLC Agenda & Sign In Sheet Weekly Collaborative Agenda & Sign In Sheet Biweekly Data Tracker Form Bi-weekly Data Meeting Form Interventionist Effectiveness Weekly Classroom walkthroughs will show at least a 95% of teachers implementing standard aligned lessons daily which will increase which will result in a 10% increase in student mastery on biweekly assessments. Weekly PLCs with Content Admin and Supported Teachers will show 80% teachers using differentiated small-group instruction daily which will increase which will result in a 10% increase in student mastery on biweekly assessments. Weekly Collaborative Data Meetings with Teachers and Administration will show 90% will attend and analyze data in order to make instructional decisions for the upcoming week which will increase which will result in a 10% increase in student mastery on biweekly assessments. Bi-Weekly Data tracking will reflect that students will increase proficiency by 10% on Common Formative Assessments. 90% of teachers will participate in bi-weekly data	Weekly Collaborative Planning Meetings with Teachers and Administration Effectiveness ----- 100 % of teachers implementing standard aligned lessons Daily. 100% of teachers deliver lesson based on feedback from deliberate practice daily. Quarterly student growth on formative assessments with proficiency increase of 10%. 80% or more teachers score level 3 or higher on TEM observation rubric each semester.				
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meetings showing student growth on formative assessments with proficiency increase of 10%.					
Interventionist meets monthly with teachers to ensure they are implementing intervention with fidelity and that students are on track to meet typical growth.					
	[A 1.2.2] Differentiated Instruction Description ----- Provide access to rigorous curriculum, quality core instruction, and differentiated instruction based on students' instructional levels. Provide opportunities for teachers to intervene for remediation and/or intervention. Implementation ----- Bi-weekly Data Analysis Meetings with data tracker forms Weekly PLC Meeting and Collaborative Planning Meeting Agenda, Sign In Sheet and Notes Monthly iReady Data Meeting Agenda, Sign In Sheet and Notes Effectiveness ----- Data tracking will reflect that students will increase proficiency by 10% on Biweekly Common Assessments. Students will increase proficiency by 10% on Biweekly Common Assessments using Instructional Strategies learned and practiced in	Marcus Phillips (Principal); Anitra Clark, (PLC Coach); LaSandra Young (Dean of Students) Tracy Lewis (Interventionist)	04/30/2026		

	Weekly PLCs. Students will increase proficiency by 10% on quarterly District CFAs (Fall to Winter, Winter to Spring) using Instructional Strategies learned and practiced in Weekly PLCs.				
	[A 1.2.3] Feedback Description ----- Provide immediate and accurate feedback to educators after formal or informal observations. Provide multiple opportunities for parents and community partners to participate in monthly meetings to support teacher and student goals. Implementation ----- Weekly Deliberate practice with feedback Weekly PLCs with Content Admin and Supported Teacher Weekly Collaborative Planning Meetings with Teachers and Administration Monthly iReady Data Meetings with teachers and Interventionist Effectiveness ----- 90% of Teachers will implement feedback from deliberate practice daily to increase student proficiency by 10%. 95% of teachers will attend and participate in weekly PLCs to use instructional strategies to	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Jeia Knowles (Optional Coordinator)	04/30/2026		

	increase proficiency by 10%. 95% of teachers will attend and participate in weekly Collaborative Planning Meetings to increase proficiency by 10%.				
[S 1.3] Provide additional support for students who are failing to make academic progress 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 ----- According to the data, 18% of Double Tree's students were placed in Tier 1 level for the 24-25 Spring Diagnostic assessment. During the 23-24 iReady Spring Diagnostic assessment, 22% of students were on in Tier 1. Benchmark Indicator Implementation ----- Weekly Fidelity Checklist Form Monthly Intervention Data Meeting agenda and sign-in Monthly RTI PD agenda and sign-in Effectiveness -----	[A 1.3.1] Interventionist for Reading and Math Description An interventionist has been hired to work with students K-5 in ELA and Math. She will track student progress through iReady, meet monthly with teachers to share trends and intervention strategies, and provide small group instruction. Implementation ----- Daily walkthroughs with feedback Deliberate practice with feedback Weekly PLCs with Content Admin and Supported Teacher Weekly Collaborative Planning Meetings with Teachers and Administration Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 100% of teachers implementing standard aligned lessons Daily. 100% of teachers deliver lesson based on feedback from deliberate practice daily.	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Tracy Lewis (Interventionist)	06/30/2026 06/30/2027	Tag 5 TAG 6	

10% increase in student deficit areas on Quarterly Benchmark assessment (Fall to Winter, Winter to Spring) 10% of Intervention students will move up a Tier or progress to the next deficit area each month. 100% of teachers will attend and participate in RTI PD Meetings each month leading to 10% increase in students achievement on quarterly CFA Assessments.	Quarterly student growth on formative assessments with proficiency increase of 10%. 80% or more teachers score level 3 or higher on TEM observation rubric each semester.				
	[A 1.3.2] Differentiated Instruction Description ----- Provide access to rigorous curriculum, quality core instruction, and differentiated instruction based on students' instructional levels using iReady with Promethean boards and laptops. Provide opportunities for teachers to intervene for remediation and/or intervention. Implementation ----- Bi-weekly Data Analysis Meetings with data tracker forms Weekly PLC Meeting and Collaborative Planning Meeting Agenda, Sign In Sheet and Notes Monthly iReady Data Meeting Agenda, Sign In Sheet and Notes Effectiveness ----- Data tracking will reflect that students will increase proficiency by 10% on Biweekly Common Assessments. Students will increase proficiency by 10% on	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Tracy Lewis (Interventionist) and All staff	04/30/2026		

	Biweekly Common Assessments using Instructional Strategies learned and practiced in Weekly PLCs. Students will increase proficiency by 10% on quarterly District CFAs (Fall to Winter, Winter to Spring) using Instructional Strategies learned and practiced in Weekly PLCs.				
	[A 1.3.3] Feedback Description ----- Provide immediate and accurate feedback to educators after formal or informal observations. Provide multiple opportunities for parents and community partners to participate in monthly meetings to support teacher and student goals. Implementation ----- Weekly Deliberate practice with feedback Weekly PLCs with Content Admin and Supported Teacher Weekly Collaborative Planning Meetings with Teachers and Administration Effectiveness ----- 90% of Teachers will implement feedback from deliberate practice daily to increase student proficiency by 10%. 95% of teachers will attend and participate in weekly PLCs to use instructional strategies to increase proficiency by 10%.	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Jeia Knowles (Optional Coordinator)	04/30/2026		

	95% of teachers will attend and participate in weekly Collaborative Planning Meetings to increase proficiency by 10%.				
[S 1.4] Focus on Foundational Literacy (Early Literacy) Rationale ----- Early literacy proficiency is a critical predictor of long-term academic success. Students reading on grade level by the end of third grade are more likely to meet or exceed achievement benchmarks in all subjects and graduate on time. Focusing on high-quality, evidence-based literacy instruction in the primary grades ensures mastery of foundational skills, allows for timely intervention, and reduces the need for remediation in later years. Supporting Data ----- New Strategy Benchmark Indicator Implementation ----- Weekly Classroom walkthroughs using the district provided Walk Through form that reflects the Teach Indicators from TEM. Weekly PLCs with Content Admin and Teacher Weekly Collaborative Planning Meetings with Teachers and Interventionist Effectiveness -----	[A 1.4.1] Magnetic Reading Description ----- Teachers will teach and practice the foundational phonics rules that will help students sound out words to read. Implementation ----- Weekly PLCs meetings w/ Content Admin and Supported Teachers on Phonics rules and Reading Instruction Monthly Professional development provided by the PLC Coach. Effectiveness ----- Weekly PLC meetings w/ Content Admin and Supported Teachers on Phonics rules and Reading Instruction will show that Student performance in reading increase proficiency by 10%. Monthly Professional development provided by the PLC Coach will show a 10% increase in students growth scores on quarterly Benchmark assessments.	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Tracy Lewis (Interventionist); Jeia Knowles (Optional Coordinator)	05/15/2026		

Weekly Classroom walkthroughs will show at least a 95% of teachers implementing standard aligned lessons daily which will result in a 10% increase in student mastery on biweekly assessments. Weekly PLCs with Content Admin and Teachers will show 80% teachers using differentiated small-group instruction daily which will result in a 10% increase in student mastery on biweekly assessments. Weekly Collaborative Data Meetings with Teachers and Administration will show 90% of teachers will attend and analyze data in order to make instructional decisions for the upcoming week that will lead to student growth by 5% on District CFAs.					
	[A 1.4.2] Teacher training on small group instruction Description ----- Teachers will be trained to conduct small group instruction to build student capacity. Implementation ----- Daily small group lessons Weekly PLCs meetings w/ Content Admin and Supported Teachers Biweekly ELA Resource Trainings Meetings Effectiveness	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Tracy Lewis (Interventionist); Jeia Knowles (Optional Coordinator)	04/24/2026		

	----- Daily small group lessons will show 10% Increase on quarterly benchmark assessments. Weekly PLCs meetings w/ Content Admin and Supported Teachers will show 95% of teachers using small group instruction daily each month. 100% of teachers will attend and participate in Biweekly training on Small Group Instruction.				
	[A 1.4.3] Instructional Resources Description ----- Kindergarten through second grade teachers will use research based instructional materials to teach students with Reading Mastery materials. Implementation ----- Daily use of ELA instructional resources observation tool Biweekly Students Reading Readiness Checklist Daily Foundational Skills Lessons Checklist Effectiveness ----- Daily use of ELA instructional resources will show a 10% increase in students' performance on weekly tests. Biweekly Students Reading Readiness Check will show a 10% increase on students' ability to read on grade level weekly. Daily Foundational Skills lessons will show a 10%	Marcus Philips (Principal); Anitra Clark (PLC Coach); Jeia Knowles (Optional Coordinator)	05/15/2026		

	increase on students' ability to read on grade level weekly.				
[G 2] Double Tree Elementary will increase student K-5 Math TCAP achievement from 8.1% in SY24 to 20% in SY26. **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. Root Cause Analysis Teachers not internalizing lessons. Root Cause 1: Teachers are not fully engaging with or understanding the lesson content and instructional purpose during planning. Root Cause 2: There is no ongoing structure in place for lesson internalization support, planning protocols, or modeling. Root Cause 3: Administrators are not consistently providing feedback or facilitating collaborative planning aligned to lesson expectations.					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.	[A 2.1.1] Data Teams Description ----- Staff and Admin will create data teams centered around data based on standards of struggle and student performance to help increase mastery of standards.	Marcus Phillips (Principal); Anitra Clark, (PLC Coach); Tracy Lewis (Interventionist)	04/30/2026		

Rationale ----- 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. Supporting Data ----- According to the data, 18% of Double Tree's students were placed in Tier 1 level for the 24-25 Spring Diagnostic assessment. During the 23-24 iReady Spring Diagnostic assessment, 22% of students were on Tier 1. Benchmark Indicator Implementation ----- Weekly classroom walkthroughs using the school walkthrough form Weekly PLC & Collaborative Meeting Agendas & Sign-in Sheets Bi-weekly Data Tracker Form Quarterly Data Meeting Form Effectiveness ----- Classroom walkthroughs will show at least 95% of teachers implementing standard aligned lessons,	Implementation ----- Biweekly Data Analysis Meetings utilizing data trackers. Weekly PLCs meetings w/ Content Admin and Supported Teachers centered around research-based strategies. Effectiveness ----- Biweekly Common Assessments will show a 10% increase in student mastery of standards aligned assessment. Weekly Tier classroom walk throughs will show at least 85% of teachers implementing research-based strategies from the previous week's PLC. Collaborative Data Meetings with Teachers and Administration will show 90% will lead to a 5% on Common Bi-Weekly Assessments attend and analyze data.				
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that include small group instructions, daily Collaborative Data Meetings with Teachers and Administration will show 90% will attend and analyze data Bi-Weekly Data tracking will reflect that students will increase proficiency by 5% on Common Weekly Assessments 100% of teachers will participate in quarterly data meetings to discuss student growth on formative assessments and plan next steps					
	[A 2.1.2] Supports and Resources for Effective Instruction Description ----- Students and teachers will be provided with resources and materials to support instruction and increase student engagement in ELA classrooms. Classrooms will be provided various resources/materials such as, district level assessments, DeansList, practice workbooks from Perfection Learning and, math and reading instructional materials, classroom libraries, manipulatives, tables and chairs for small group/differentiated instruction, coaching sessions, practice workbooks from Curriculum Connection, laptops, printers, charging carts, headphones, Mirror Boards, and Promethean Boards**. ** These resources will help to improve student engagement and provide additional access to rigorous learning opportunities using whole and small group instruction. To improve family engagement and communication, the school will use the display monitor, and family engagement kits. Implementation	Anitra Clark (PLC Coach); Jeia Knowles (Optional Coordinator); Tracy Lewis (Interventionist)	04/30/2026		

	----- Daily classroom walkthroughs using school walkthrough form Bi-Weekly Data Meetings (Sign-in sheets, notes and agendas) Monthly iReady data meetings (Sign-in sheets, notes and agendas) Quarterly professional development logs Effectiveness ----- Weekly classroom walkthrough data will reflect 95% of teachers implementing standard aligned lessons that include small group instruction and 80% of the students fully engaged in the work. Bi-weekly data tracking will reflect that students will increase proficiency by 5% on common weekly assessments. Monthly review of the 20-day discipline reports will reflect a 10% decrease in student incidents. 100% of teachers will submit PD logs that reflect participation in at least one selective professional learning event each quarter.				
	[A 2.1.3] Content Aligned Professional Learning Community Meetings/ Collaborative Planning Description ----- Staff and all Admin will meet to plan lessons around the expectations of the standards weekly every week to address deficits found in the data.	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Jeia Knowles (Optional Coordinator)	04/30/2026		

	Implementation ----- Weekly Classroom walkthroughs to identify trends. Weekly lesson plan checks with feedback. Weekly Collaborative Planning Meetings with deliberate practice focused on research-based teaching strategies. Effectiveness ----- 90% of teachers will implement specified look-for based on the classroom walk-through forms daily which will result in a 10% increase in student mastery on biweekly assessments. 80% of Teachers will modify and implement lessons plans based on feedback given during collaborative planning sessions weekly which will result in a 10% increase in student mastery on biweekly assessments. 90% of Teacher will implement lessons daily based on deliberate practice feedback which will result in a 10% increase in student mastery on biweekly assessments.				
[S 2.2] Provide support to ensure that an effective instructional model is implemented Rationale	[A 2.2.1] Weekly Content Specific Professional Learning Meeting Description	Marcus Phillips (Principal); Anitra Clark	04/30/2026		

----- Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance during weekly PLC, Collaborative Planning, Deliberate Practice, and ADMIN meetings. Supporting Data ----- According to the data, 18% of Double Tree's students were placed in Tier 1 level for the 24-25 Spring Diagnostic assessment. During the 23-24 iReady Spring Diagnostic assessment, 22% of students were on in Tier 1. Benchmark Indicator Implementation ----- Weekly Classroom walkthrough form Weekly PLC Agenda & Sign In Sheet Weekly Collaborative Agenda & Sign In Sheet Bi-weekly Data Tracker Form Bi-weekly Data Meeting Form Effectiveness -----	----- Staff and Admin will participate in weekly content specific meetings centered around teaching strategies that will address the expectation of the standards. Implementation ----- Weekly Deliberate practice with feedback Weekly PLCs with Content Admin and Supported Teacher Weekly Collaborative Planning Meetings with Teachers and Administration Effectiveness ----- 90% of Teachers will implement feedback from deliberate practice daily to increase student proficiency by 10%. 95% of teachers will attend and participate in weekly PLCs to use instructional strategies to increase proficiency by 10%. 95% of teachers will attend and participate in weekly Collaborative Planning Meetings to increase proficiency by 10%.	(PLC Coach); Jeia Knowles, (Optional Coordinator); LaSandra Young (Dean of Students)				
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Classroom walkthroughs will show at least a 95% of teachers implementing standard aligned lessons daily which will increase which will result in a 10% increase in student mastery on biweekly assessments. PLCs with Content Admin and Supported Teachers will show 80% teachers using differentiated small-group instruction daily which will increase which will result in a 10% increase in student mastery on biweekly assessments. Collaborative Data Meetings with Teachers and Administration will show 90% will attend and analyze data in order to make instructional decisions for the upcoming week which will increase which will result in a 10% increase in student mastery on biweekly assessments. Bi-Weekly Data tracking will reflect that students will increase proficiency by 10% on Common Weekly Assessments 90% of teachers will participate in bi-weekly data meetings showing student growth on formative assessments with proficiency increase of 10%.					
	[A 2.2.2] Data Digs Description ----- Staff and Admin will conduct data digs to determine areas for support for students as well as the teacher of record. Implementation ----- Data Analysis Meetings with data trackers	Marcus Phillips (Principal); Anitra Clark (PLC Coach); LaSandra Young (Dean of Students)	04/30/2026		

	Weekly PLCs meetings w/ Content Admin and Supported Teachers Quarterly Data Meetings Effectiveness ----- 90% of teachers will attend and participate in Biweekly Data Meetings and adjust instruction to increase student proficiency by 10%. 90% of teachers will attend and participate in Weekly PLC Meetings to learn instructional strategies to increase student proficiency by 10%. 90% of teachers will attend and participate in Quarterly Data Meetings to discuss student proficiency.				
	[A 2.2.3] DDI (Data Documentation Initiative) Cycle Description ----- Teachers will use the PLC Planning Document to plan and execute standard aligned lessons, with intentionality and focus on the DDI Cycle, in order to promote mastery of TN state standards. Implementation ----- Weekly Data Analysis Meetings with data trackers Weekly PLC Meeting and Collaborative Planning Meeting Agenda, Sign-In Sheet, and Notes	Marcus Phillips (Principal); Anitra Clark (PLC Coach); LaSandra Young (Dean of Students)	04/30/2026		

	Quarterly Math Data Meeting Agenda, Sign-In Sheet, and Notes Effectiveness ----- Data tracking will reflect that students will increase proficiency by 10% on Biweekly Common Formative Assessments. Students will increase proficiency by 10% on Biweekly Common weekly Assessments. Students will increase proficiency by 10% on District CFAs (Fall to Winter, Winter to Spring).				
	[A 2.2.4] Content Aligned Professional Learning Community Meetings/ Collaborative Planning Description ----- Staff and all Admin will meet to plan small group lessons around the expectations of the standards weekly to address deficits found in the data. Implementation ----- Weekly Classroom walkthroughs to identify trends. Weekly lesson plan checks with feedback given to annotations and models.				

	Weekly Collaborative Planning Meetings with deliberate practice focused on research-based teaching strategies. Effectiveness ----- 90% of teachers will implement specified look-for based on the classroom walk-through forms weekly which will result in a 10% increase in student mastery on biweekly assessments. 80% of Teachers will modify and implement lessons plans based on feedback given during collaborative planning sessions weekly which will result in a 10% increase in student mastery on biweekly assessments 90% of Teacher will implement lessons daily based on deliberate practice feedback which will result in a 10% increase in student mastery on biweekly assessments.				
[S 2.3] Provide additional support for students who are failing to make academic progress 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. Rationale ----- Provide daily access to a rigorous Math curriculum that will develop students' deep understanding of the content, strengthen their ability to interact with contextualized math problems, and promote	[A 2.3.1] Personalized Instructional Goals Description ----- Provide additional professional development, which will address teachers' understanding of the goal of each standard, and strategies to ensure that students are able to master the goal of each standard. Implementation ----- Weekly walkthroughs with feedback	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Jeia Knowles, (Optional Coordinator); LaSandra Young (Dean of Students)	04/30/2026		

mastery of TN Standards to ensure students are career and college ready. Supporting Data ----- According to the data, 18% of Double Tree's students were placed in Tier 1 level for the 24-25 Spring Diagnostic assessment. During the 23-24 iReady Spring Diagnostic assessment, 22% of students were on in Tier 1. Benchmark Indicator Implementation ----- Weekly Classroom walkthrough form Weekly PLC Agenda & Sign In Sheet Weekly Collaborative Agenda & Sign In Sheet Bi-weekly Data Tracker Form Bi-weekly Data Meeting Form Effectiveness ----- Classroom walkthroughs will show at least a 95% of teachers implementing standard aligned lessons daily which will increase which will result in a 10% increase in student mastery on biweekly assessments. PLCs with Content Admin and Supported Teachers	Bi-weekly deliberate practice with feedback Weekly PLCs with Content Admin and Supported Teacher Weekly Collaborative Planning Meetings with Teachers and Administration Effectiveness ----- 100% of teachers implementing standard aligned lessons daily. 100% of teachers deliver lesson based on feedback from deliberate practice daily which will result in an increase of students exceeding and meeting state standards. Quarterly student growth on formative assessments with proficiency increase of 10%. 80% or more teachers score level 3 or higher on TEM observation rubric each year.				
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will show 80% teachers using differentiated small-group instruction daily which will increase which will result in a 10% increase in student mastery on biweekly assessments. Collaborative Data Meetings with Teachers and Administration will show 90% will attend and analyze data in order to make instructional decisions for the upcoming week which will increase which will result in a 10% increase in student mastery on biweekly assessments. Bi-Weekly Data tracking will reflect that students will increase proficiency by 10% on Common Weekly Assessments 90% of teachers will participate in bi-weekly data meetings showing student growth on formative assessments with proficiency increase of 10%.					
	[A 2.3.2] Feedback Description ----- Provide immediate and accurate feedback to educators after formal or informal observations. Provide multiple opportunities for parents and community partners to participate in monthly meetings to support teacher and student goals. Implementation ----- Weekly Deliberate practice with feedback Weekly PLCs with Content Admin and Supported Teacher Weekly Collaborative Planning Meetings with Teachers and Administration	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Jeia Knowles (Optional Coordinator)	04/30/2026		

	Effectiveness ----- 90% of Teachers will implement feedback from deliberate practice daily to increase student proficiency by 10%. 95% of teachers will attend and participate in weekly PLCs to use instructional strategies to increase proficiency by 10%. 95% of teachers will attend and participate in weekly Collaborative Planning Meetings to increase proficiency by 10%.				
	[A 2.3.3] Differentiated Instruction Provide access to rigorous curriculum, quality core instruction, and differentiated instruction based on students' instructional levels using promethean boards and laptops. Provide opportunities for teachers to intervene for remediation and/or intervention. Implementation ----- Data Analysis Meetings with data tracker forms Weekly PLC Meeting and Collaborative Planning Meeting Agenda, Sign In Sheet and Notes Quarterly Data Meetings Agenda, Sign In Sheet and Notes	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Jeia Knowles (Optional Coordinator)	04/30/2026		

	Effectiveness ----- Data tracking will reflect that students will increase proficiency by 10% on Biweekly Common Formative Assessments. Students will increase proficiency by 10% on Biweekly CFAs using Instructional Strategies learned and practiced in Weekly PLCs. Students will increase proficiency by 10% on District CFAs (Fall to Winter, Winter to Spring) using Instructional Strategies learned and practiced in Weekly PLCs.				
[G 3] Double Tree will increase the daily attendance rate from 90% in SY25 to 96% in SY26. **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. 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. Root Cause Analysis Students have difficulty arriving at school consistently and on time. Root Cause 1: Some families lack reliable transportation, and students are not fully engaged in the importance of being at school on time. Root Cause 2: There are limited school supports for transportation barriers and limited incentives or structures to build student accountability. Root Cause 3: The school has not yet developed a comprehensive system for addressing attendance barriers (transportation, family communication, student engagement, and accountability).					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 3.1] Attendance and Behavior Intervention and Supports Implement targeted interventions and support programs and initiatives that address student engagement and provide appropriate student supports. Rationale ===== There is a correlation between attendance and student engagement. Empower teachers to improve classroom engagement by creating a consistent incentive system for students that are participating and following the established routines and procedures. Supporting Data ----- According to the data, Double Tree's students had a decrease in Student Engagement Spring 24 for K-2, from 69.2% to Spring of 25 to 67%. Double Tree Elementary School daily attendance rate decreased from 90.9%of the 2024 school year to 90% for the 2025 school year. Benchmark Indicator Implementation ----- Classroom weekly visits Schoolwide 20-day incentive-based programs and intervention support (PII Day) Meet monthly with RTI2B team to identify trends, action steps and intervention with agendas and sign in sheets. Monthly check in and mentoring program implemented	[A 3.1.1] Targeting Teacher Engagement Interventions Description ----- Teachers will be Implement targeted interventions and establish routines and procedures to address identified classroom engagement needs. Teacher will use Behavioral Tracking system to provide students appropriate supports and incentives from improving behavior using DeansList and a Tier II Behavior tracker. Implementation ----- 20 day data team meetings with RTI2B team to monitor behavior. 20 day incentive and Tier 2 check ins to monitor behavior. Effectiveness ----- Decrease in student repeat offenders/discipline referrals/classroom incidents rate by 5% monthly. Increase daily positive behavior points by 5% monthly.	Marcus Phillips (Principal); LaSandra Young (Dean of Students); Anitra Clark (PLC Coach)	05/22/2026		
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Effectiveness ----- Decrease in number of negative phone calls home by 5% every 20 days. Increase in number of positive phone calls home by 5% every 20 days. Decrease in student repeat offenders/discipline referrals/classroom incidents rate by 5% monthly. Increase daily positive behavior points on DeansList by 5% monthly.					
	[A 3.1.2] Establish a Positive Climate through Classroom management Professional Development Description ----- Double Tree Elementary School will cultivate a positive climate to ensure that school environments are safe and conducive for instruction by explaining the expectations, rewards, and consequences system. Students with positive behaviors will be rewarded every 20 days. Teachers will learn various classroom management techniques through professional development provided by the Instructional Leadership Team and/or Administration. Implementation ----- Provide classroom management training and	Marcus Phillips (Principal); Monica Johnson (Counselor)	05/22/2026		

	resources for teachers monthly. Monthly community partnership/community service projects to support expose students to social/emotional learning skills. 20 day incentive and Tier 2 check ins. Students with zero office referrals and suspensions will be able to participate in PII Day every three weeks. Effectiveness ----- 100% of teachers implementing strategies learned in classroom management trainings daily. Decrease office referrals by 10% monthly. Increase daily positive behavior points by 5% monthly.				
[S 3.2] Professional Development Rationale ----- Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance during weekly PLC, Collaborative Planning, Deliberate Practice, and ADMIN meetings. Supporting Data ----- According to the data, Double Tree's students had a decrease in Student Engagement Spring 24 for K-2, from 69.2% to Spring of 25 to 67%. Double Tree Elementary School daily attendance rate decreased from 90.9%of the 2024 school year to	[A 3.2.1] Discipline and Engagement Reports to Parents Description ----- Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Implementation ----- Provide monthly classroom management training feedback. Parent Meeting about 20-day incentive with agenda	Marcus Phillips (Principal); Dr. LaSandra Young (Dean of Students)	05/22/2026		

	Weekly Classroom walkthroughs looking for use of classroom management strategies 20-day data team meeting to discuss trends, action steps and interventions Effectiveness ----- 100% of teachers utilizing classroom management strategies daily to decrease office referrals by 5%. Decrease monthly student referrals by 5%.				
	[A 3.2.3] Classroom Engagement Trackers Description ----- Teachers will identify low engagement students and track their behavior after putting supports in place for the students to improve behavior. Implementation ----- Provide classroom engagement training and resources for teachers monthly. Monthly community partnership/community service projects to support expose students to social/emotional learning skills. 20-day incentive and check ins. Effectiveness -----	Marcus Phillips (Principal); Anitra Clark, (PLC Coach); Jeia Knowles (Optional Coordinator); LaSandra Young (Dean of Students)	05/22/2026		

	100% of teachers implementing Tier II strategies learned in classroom management trainings daily. Decrease negative points on DeansList by 10% monthly. Increase daily positive behavior points on DeansList by 5% monthly.				
[S 3.3] Parent, family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Rationale ----- Keeping a direct connection between teachers and their families improves relationships and attendance while decreasing behavior incidence. Supporting Data ----- According to the data, Double Tree's students had a decrease in Student Engagement Spring 24 for K-2, from 69.2% to Spring of 25 to 67%. Double Tree Elementary School daily attendance rate decreased from 90.9%of the 2024 school year to 90% for the 2025 school year. Benchmark Indicator Implementation ----- Daily updates in DeansList to keep families engage in school events and student behavior. Weekly newsletters to keep families informed on calendar events and activities.	[A 3.3.1] Establish Relationships Description ----- Double Tree Elem Administrative team will establish relationship(s) with local organizations who can provide learning opportunities for parents, community stakeholders, and teachers. Implementation ----- Daily updates in DeansList to keep families engage in school events and student behavior. Weekly newsletters to keep families informed on calendar events and activities. Monthly Title 1 meetings to inform parents of school data and ways to support. Stakeholder recognition of the month for their support to improve climate and culture. Effectiveness ----- Increase family engagement monthly by 10%. Keep family involved monthly to support student	Marcus Phillips (Principal); Anitra Clark (PLC Coach); Jeia Knowles (Optional Coordinator); Tracy Lewis, (Interventionist); Monica Johnson (Counselor)	05/22/2026		

Annual Title 1 meetings to inform parents of school data and ways to support. Effectiveness ----- Monthly Parent involvement will increase by 5%. Keep family involved 100% of the time to support student performance monthly. Build positive relationships between staff and families.	performance by 10%. Build positive relationships monthly between staff and families by 10%. Stakeholder insolvent increase by 5% monthly.				
	[A 3.3.2] Communication Description ----- Double Tree Elem Administrative team will establish and maintain communications with parents, stakeholders, using a variety of platforms, as well as teachers involving additional support for students as well as additional learning opportunities. Implementation ----- Daily updates in DeansList to keep families engage in school events and student behavior. Weekly newsletters to keep families informed on calendar events and activities. Monthly Title 1 meetings to inform parents of school data and ways to support.	Marcus Phillips (Principal); Anitra Clark, (PLC Coach); Jeia Knowles, (Optional Coordinator)	05/22/2026		

	Effectiveness ----- Increase family engagement monthly by 10%. Keep family involved monthly to support student performance by 10%. Build positive relationships monthly between staff and families by 10%.				
	[A 3.3.3] Community Partnerships Description ----- Double Tree Elementary School's Admin team opportunities to link students and families to resources from community partners that deal with social emotional issues. Implementation ----- Daily updates in DeansList to keep families engage in school events and student behavior. Weekly newsletters to keep families informed on calendar events and activities. Reaching out to community stakeholder and parents to attend meetings to inform of school data and ways to support. Invite community partners to attend monthly meetings (Attendance and RTI2B) Effectiveness	Marcus Phillips (Principal); Anitra Clark, (PLC Coach); Jeia Knowles (Optional Coordinator); Monica Johnson (Counselor)	05/22/2026		

	----- Increase family engagement monthly by 5%. 90% family involvement during monthly school activities and community service project. Build positive relationships monthly between staff and families by 10%. Build positive relationships between community partnerships and the school by 5% monthly.				
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