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✓ Preparation Questions

Identify Team

S-001

✓ Ready

Identify all planning team members, including team member titles. The school plan must be developed in consultation with (at a minimum):

- teachers,
- principals,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- community partners, and
- parents of students.

Candance Crutchfield-Kindergarten Teacher

Pia Stewart-Counselor

Antoinette Lewis-First Grade Teacher

Keisha Webb-PLC Coach

Yvette Williams Renfroe-Principal

Bradley Strom-ESL Teacher

Jewel Smith-Instructional Resource Teacher

Kyris Kendrick-8th Grade Student

Falicia DeMello-Parent

Toya Adams-Young-Dave Well Community Center

Kimberly Delarastauton-ESL Advisor

Lanette Moore - SPED Advisor

Stakeholder Involvement

S-002

✓ Ready

Describe how the school actively and consistently involves all planning team members and other stakeholders in the (1) development, (2) implementation, and (3) revision of the school plan throughout the year. Include in the response how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process

At Caldwell-Guthrie STEAM Academy, involving all planning team members and other stakeholders in our school plan is a continuous, year-long process, not a one-time event. This ensures our plan is always dynamic and responsive to student and community needs.

For **development**, the initial and annual refinement of the school plan is led by a core team including administration, instructional leadership, and teacher representatives from all grade bands and subject areas, as well as counselors. This process starts with analyzing various data from previous years, assessments, and school-wide trends. This data review happens in regular faculty, professional learning community (PLC), and collaborative planning meetings, gathering broad teacher input on strengths and areas for growth. Drafts of the plan are shared with all faculty and staff for feedback during dedicated sessions, ensuring input from all educators, specialized teachers, interventionists, and support staff. Opportunities for parent and community input are also provided, aligning the plan with community values.

Regarding **implementation**, the finalized plan is thoroughly communicated to all stakeholders. Professional development sessions are specifically designed to equip teachers with the skills needed to put the plan's strategies into action, directly linking to effective instructional practices. Teachers apply these strategies daily, focusing on areas like creating print-rich environments and using structured routines. Weekly PLC meetings and collaborative planning sessions serve as crucial forums where teachers jointly plan lessons, analyze data, and refine instructional methods tied to the plan's objectives. Support staff are integral to this process, directly assisting students and helping with differentiated instruction within classrooms and small groups.

For **revision**, the school plan is continuously monitored and adjusted based on progress toward its goals. This involves regular review of formative assessment data in weekly PLC meetings, which drives immediate instructional adjustments and group refinements. Periodic benchmark assessments provide insights into school-wide trends, leading to broader interventions or adjustments to the plan during faculty and collaborative planning meetings. Feedback from teacher observations also guides professional development adjustments. If data indicates that certain strategies aren't effective, the plan is revised, and these changes are communicated and put into practice through the same established meeting structures. This systematic and integrated approach ensures that stakeholder involvement is deeply embedded in our operations, allowing the school to adapt and continuously meet evolving needs.

✓ Needs

■ [ELA TCAP 23-24](#)

Fewer than 10% of students across grades 2-5 are meeting proficiency expectations in reading. This means that over 90% of students are struggling with fundamental literacy skills such as fluency, comprehension, and passage analysis. While some students demonstrated partial understanding by decoding text or answering literal questions, most students showed gaps in comprehension, vocabulary, and the ability to engage with grade-level passages independently.



Root Cause Analysis for "ELA TCAP 23-24"

✓ Ready

For each prioritized need, please provide the following information:

1. For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.
2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The [5 Whys protocol](#) is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.

Prior Strategies

- Support implementation of standards aligned curricula
- Professional Development
- Provide individual and targeted support for students who are failing to make academic progress

Challenges

- Fewer than 10% of students across Grades 2–5 met proficiency in ELA, with 0% in Grade 3.
- Small-group interventions were inconsistent and not always aligned to foundational literacy gaps.
- Many students lacked basic fluency and comprehension skills, making grade-level texts inaccessible.
- Teachers struggled to scaffold instruction for students reading two or more grade levels below.
- Inconsistent monitoring during independent reading tasks resulted in missed opportunities to address misunderstandings.

Strengths

- Teachers became more consistent in using iReady data to group students for interventions.
- A small number of students (Grades 2 & 4) demonstrated measurable proficiency gains in reading fluency and comprehension.
- PLC discussions improved collaboration around literacy standards and instructional strategies.
- Students showed increased engagement in read-alouds and shared reading opportunities.

Root Causes

- The school's purchasing decisions have historically been fragmented, and there has not been a focused, strategic effort to adopt a single, high-quality supplemental curriculum.
- The school leadership team has not established a clear process for gathering and analyzing teacher feedback on curriculum implementation to inform professional development priorities.
- The school leadership has not prioritized and implemented a clear, structured framework for professional learning that is embedded within the curriculum and focused on building teachers' content knowledge and instructional skills.

[Math TCAP 23-24](#)

Over 95% of students are performing below grade-level expectations in mathematics. Only a handful of students across grades 4 and 5 met expectations. Student-level data shows that while a very small number of students demonstrated the ability to meet expectations on grade-level math tasks, the overwhelming majority lacked foundational number sense, computation fluency, and problem-solving skills.



Root Cause Analysis for "Math TCAP 23-24"

✓ Ready

For each prioritized need, please provide the following information:

1. For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.
2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The [5 Whys protocol](#) is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.

Prior Strategies

- Support implementation of standards aligned curricula
- Professional Development
- Provide individual and targeted support for students who are failing to make academic progress

Challenges

- Less than 6% of students across all grade levels met proficiency, indicating that strategies did not translate to large-scale growth.
- Inconsistent implementation of small-group math interventions due to time, scheduling, and classroom management barriers.
- Teachers struggled to connect conceptual understanding with procedural fluency, leaving students unable to transfer skills to new problems.
- Limited aggressive monitoring during math instruction meant misconceptions went unaddressed in real time.
- Student foundational math gaps (number sense, operations fluency) were not remediated before grade-level instruction.

Strengths

- A small number of students (Grades 4 and 5) demonstrated proficiency, showing evidence that targeted interventions and small-group supports can work.
- Teachers increased familiarity with data protocols (use of trackers, CFA reviews).
- Some evidence of improved student engagement during hands-on math tasks and small group reteach.
- Alignment between PLC discussions and lesson planning began to improve instructional clarity.

Root Causes

- The school has not prioritized creating a common, rigorous professional learning foundation to accelerate collective teacher learning and build a shared instructional vision for mathematics.
- The school has not established a focused framework for professional learning that empowers teachers to adapt instruction to meet specific student needs identified through data, thereby ensuring all students have equitable access to the same rigorous content.
- The school's overall professional development strategy lacks a systemic process for creating a "shared instructional vision" and accelerating "collective learning" among the math teachers.

■ Attendance and Discipline

At Caldwell-Guthrie, student attendance is critically low, with over half of the student body chronically absent or at risk of chronic absenteeism. Attendance issues are more pronounced in upper grades and directly contribute to academic underperformance. On the discipline side, while the majority of students maintain appropriate conduct, the suspension rate has

more than tripled year-over-year, particularly affecting students with disabilities. Both attendance and discipline data underscore the need for strengthened Tier 1 engagement strategies, family outreach for attendance, and proactive behavioral



Root Cause Analysis for "Attendance and Discipline"

✓ Ready

For each prioritized need, please provide the following information:

1. For the prioritized area of need, state the prior strategies the school implemented to support outcomes in this area, include the challenges that prevented the desired improvement and the strengths that led to quantitative and/or qualitative improvements.
2. Identify the root causes that are within the school's control that are contributing to this specific prioritized need and describe the challenges created by each root cause. The [5 Whys protocol](#) is an optional tool to support leaders in identifying these root causes and supporting data for each prioritized need.

Prior Strategies

- Attendance and Behavior Interventions and Supports
- Parent, Family and Community Engagement

Challenges

- Overall attendance rate is only 85.4%, far below the target of 95%, leaving 59% of students chronically absent.
- Only 0.3% of students achieved perfect attendance, showing limited impact from incentive programs.
- Attendance challenges are more severe in upper grades (attendance lowest in Grades 7–8, at 80–82%).
- The suspension rate more than tripled year-over-year (0.8% → 2.5%), with a higher suspension rate among students with disabilities (2.9%).
- Behavior incidents disproportionately impact instruction time for struggling students, with SWD suspension ratios notably higher.
- Family engagement remains inconsistent; chronic absenteeism often tied to external barriers (transportation, health, or lack of accountability).

Strengths

- Small group of students and families responded positively to incentives, leading to slight increases in attendance for some lower grade levels.
- Truancy referrals (SART/SARB) created accountability pathways for families of chronically absent students.
- The majority of students (97%+) demonstrated appropriate conduct with Perfect Conduct Rates above 97%, showing that most students meet behavioral expectations consistently.
- Teachers and staff began documenting attendance interventions more consistently.

Root Causes

- Because there is a need for more intentional support structures from leadership — such as embedding family engagement into the SIP, scheduling consistent PBIS coaching, and holding teachers accountable for aggressive monitoring of attendance and behavior.
- Because attendance has not been fully embedded into the school's Tier 1 culture and leadership systems, leaving gaps in consistency.
- Because limited human resources prevent consistent monitoring, reinforcement, and coaching needed for a strong discipline culture.

✓ Reflection Questions

✓ Ready

Describe the following:

1. How the school will review and analyze student discipline data and take steps to reduce lost instructional time and/or disparate impact due to student discipline.
2. The behavioral supports available for students with disabilities and how the school ensures that discipline procedures and practices do not contribute to discrepancies among subgroups.

All discipline incidents are meticulously logged in our student information system, capturing details such as incident type, location, time, involved parties, disciplinary action, and demographics of the student (e.g., grade level, disability status, race/ethnicity). The administrative team, along with the PLC Coach, conducts weekly reviews of discipline data. This initial analysis identifies immediate trends, recurring issues, and students requiring timely interventions. Discipline data, particularly classroom-managed behaviors and minor incidents, are shared and discussed with grade-level and subject-area teams during Professional Learning Community (PLC) meetings (every Tuesday) and Collaborative Planning sessions (every Thursday). These discussions focus on:

1. Review and Analysis of Student Discipline Data to Reduce Lost Instructional Time and/or Disparate Impact:

- **Systematic Data Collection:** All discipline incidents are meticulously logged in our student information system, capturing details such as incident type, location, time, involved parties, disciplinary action, and demographics of the student (e.g., grade level, disability status, race/ethnicity).
- **Regular Data Review and Analysis:**
 - **Weekly Leadership Team Review:** The administrative team, along with the PLC Coach, conducts weekly reviews of discipline data. This initial analysis identifies immediate trends, recurring issues, and students requiring timely interventions.
- **Bi-Weekly PLC/Collaborative Planning Discussions:** Discipline data, particularly classroom-managed behaviors and minor incidents, are shared and discussed with grade-level and subject-area teams during Professional Learning Community (PLC) meetings (every Tuesday) and Collaborative Planning sessions (every Thursday). These discussions focus on:
 - **Identifying Root Causes:** Teachers collaboratively explore *why* certain behaviors are occurring (e.g., lack of clear routines, instructional gaps, social-emotional needs).
 - **Instructional Impact:** Data helps us quantify lost instructional time for individual students or groups due to removals or repeated disruptions.
 - **Developing Classroom-Level Solutions:** Teams brainstorm and implement proactive classroom management strategies, routine re-teaching, and minor interventions to address identified patterns.
- **Monthly Faculty Meeting Deep Dive:** Comprehensive discipline reports, including suspensions, alternative placements, and disaggregated data by subgroup (e.g., students with disabilities, racial/ethnic groups), are presented and discussed during monthly faculty meetings. The focus here is on:
 - **Disparate Impact Analysis:** We explicitly examine if certain subgroups are disproportionately affected by disciplinary actions, identifying any discrepancies in incident rates or consequences.
 - **School-Wide Strategy Development:** Based on the analysis, the entire staff collaborates on developing and refining universal behavioral supports, school-wide expectations, and responsive interventions to address patterns contributing to disparate impact.
- **Reducing Lost Instructional Time:**
 - **Tiered Interventions:** We prioritize the least restrictive interventions to keep students in the learning environment. This includes de-escalation techniques, restorative practices, and in-class problem-solving before resorting to removal.

- **Re-engagement Plans:** For students who do experience removal from class, a re-engagement plan is used to quickly return them to instruction, often involving a debrief with staff to address the behavior and reinforce expectations, minimizing the duration of missed learning.
- **Targeted PD:** Professional development sessions (like "Data-Driven Small Groups") will include components on integrating behavioral goals into academic small groups and utilizing effective classroom management strategies to reduce disruptive behaviors.

2. Behavioral Supports for Students with Disabilities and Ensuring Discipline Equity:

- **Positive Behavioral Interventions and Supports (PBIS) Framework:** Our school operates under a multi-tiered PBIS framework, providing universal supports for all students, targeted interventions for some, and individualized intensive supports for a few. This proactive approach aims to teach and reinforce positive behaviors.
- **Behavior Intervention Plans (BIPs) and Functional Behavioral Assessments (FBAs):** For students with disabilities who exhibit challenging behaviors, we adhere strictly to federal and state guidelines:
 - **FBA Development:** When a behavior impedes a student's learning or that of others, a Functional Behavioral Assessment is conducted to determine the function of the behavior.
 - **BIP Implementation:** Based on the FBA, a Behavior Intervention Plan is developed by the IEP team. This plan outlines specific, individualized positive behavioral supports and interventions, replacement behaviors, and strategies for staff to manage challenging behaviors effectively. These plans are actively reviewed and updated by the IEP team, which includes parents, special education teachers, general education teachers, and administrators.
- **Ensuring Discipline Equity for Subgroups:**
 - **Training on Implicit Bias and Cultural Responsiveness:** All staff receive ongoing professional development on implicit bias, cultural responsiveness, and trauma-informed practices. This training aims to raise awareness of potential biases and equip staff with strategies to respond equitably to all students, reducing the likelihood of subjective disciplinary decisions.
 - **Consistent Application of Discipline Matrix:** We utilize a clearly defined, school-wide discipline matrix that outlines expected behaviors and corresponding consequences. This matrix is reviewed and communicated regularly to staff, students, and families to promote consistency and transparency in disciplinary actions.
- **IEP Team Review for Students with Disabilities:** Prior to any disciplinary action that might result in a change of placement or a significant removal for a student with a disability, the IEP team convenes to:
 - **Review BIPs:** Ensure that the student's BIP has been consistently and appropriately implemented.
 - **Manifestation Determination:** Determine if the behavior was a manifestation of the student's disability. This crucial step prevents disciplinary actions that are a direct result of the disability.
 - **Revise Supports:** If the BIP is found to be ineffective or the behavior is a manifestation of the disability, the team revises the BIP and implements additional supports or services.
 - **Data-Informed Policy Adjustments:** The disaggregated discipline data review (as described in section 1) directly informs necessary adjustments to school policies, procedures, and professional development to proactively address and eliminate discrepancies among subgroups. The PLC Coach works closely with administration to ensure these insights are translated into actionable changes within the school plan.

By integrating rigorous data analysis, proactive behavioral supports, and a commitment to equitable practices, Caldwell-Guthrie STEAM Academy strives to create a learning environment where every student's instructional time is maximized, and all students, including those with disabilities, are supported in achieving their full potential, aligning with the principles of the MSCS TEM Rubric for effective and equitable instruction.

Safe, Supportive, and Healthy Environments

S-005

✓ Ready

Describe the priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and how the school will meet those needs. Include in the response:

1. A detailed description of the school's priority needs for providing (1) safe, (2) supportive, and (3) healthy environments and the strategies the school will implement to meet those needs.
2. Specific local, state, and federal funding sources (including ESSER) the school will utilize to provide safe, supportive, and healthy environments in schools.

Priority Needs & Strategies for Providing Safe, Supportive, and Healthy Environments

1. Safe Environment

- **Priority Needs:**
 - **Physical Security:** Ensuring the physical safety of all students, staff, and visitors within school buildings and on school grounds, protecting against intruders, and responding effectively to emergencies.
 - **Cybersecurity & Digital Safety:** Protecting students from online threats, cyberbullying, and inappropriate digital content, and ensuring responsible technology use.
 - **Emergency Preparedness:** Developing, practicing, and refining comprehensive plans for various emergencies (e.g., fire, intruder, natural disaster).
- **Strategies to Meet Needs:**
 - **Access Control:** Maintain strict entry and exit protocols, including visitor check-in systems (e.g., Raptor system), locked exterior doors, and controlled access points during school hours. Mr. Hollinshed, our Building Engineer, plays a crucial role in daily security checks and facility maintenance.
 - **Regular Drills & Training:** Conduct mandatory and unannounced drills (fire, severe weather, lockdown/intruder) monthly as per district and state requirements. All staff receive annual training on emergency response protocols.
 - **Surveillance Systems:** Utilize and monitor security cameras in common areas, hallways, and exterior points to deter incidents and assist in investigations.
 - **School Resource Officer (SRO) Presence:** Collaborate closely with law enforcement for regular SRO presence, fostering a safe and visible security presence.
 - **Digital Citizenship Curriculum:** Integrate a comprehensive digital citizenship curriculum across grade levels (K-8), with Mr. Avery (Computer Teacher) taking a lead role for 6-8, to educate students on online safety, cyberbullying prevention, and responsible digital behavior.
 - **Threat Assessment Protocol:** Implement a clear, multidisciplinary threat assessment team and protocol to identify, assess, and manage potential threats to school safety.

2. Supportive Environment

- **Priority Needs:**
 - **Positive School Climate & Culture:** Fostering an inclusive, respectful, and welcoming atmosphere where all students feel a sense of belonging and are valued.
 - **Social-Emotional Learning (SEL):** Equipping students with essential social and emotional skills (e.g., self-awareness, self-management, responsible decision-making, relationship skills).
 - **Strong Teacher-Student Relationships:** Cultivating positive relationships between students and staff that promote trust, open communication, and academic engagement.
 - **Equitable Discipline Practices:** Ensuring discipline procedures are fair, consistent, and restorative, reducing disparate impact and supporting positive behavior.
- **Strategies to Meet Needs:**
 - **Positive Behavioral Interventions and Supports (PBIS):** Implement a multi-tiered PBIS framework school-wide, consistently teaching and reinforcing positive behaviors and providing tiered interventions. This is a core component discussed in PLC and Faculty Meetings.
 - **Restorative Practices:** Train staff in restorative justice practices to address conflicts, repair harm, and promote personal responsibility, minimizing exclusionary discipline.
 - **Comprehensive School Counseling Program:** Our counselors, Ms. Liggins-Green and Ms. Stewart, deliver guidance lessons, small group counseling, and individual support focusing on SEL, conflict resolution, and academic planning.
 - **Advisory Programs:** Implement advisory periods (particularly in middle grades) to strengthen teacher-student relationships, facilitate SEL lessons, and build community.

- **Teacher Professional Development:** Provide ongoing PD on SEL strategies, trauma-informed practices, implicit bias, and culturally responsive teaching to ensure all staff can create supportive and equitable learning environments. This aligns with the TEM Rubric's emphasis on responsive teaching.
- **Family Engagement:** Actively involve families through events (e.g., "Meet the Teacher"), regular communication (PLC Coach Mrs. Webb can disseminate information), and opportunities for input to build a strong home-school partnership.

3. Healthy Environment

- **Priority Needs:**
 - **Physical Health & Wellness:** Promoting healthy habits, access to nutritious food, and opportunities for physical activity.
 - **Mental Health & Well-being:** Providing access to mental health support, reducing stigma, and promoting emotional resilience.
 - **Cleanliness & Sanitation:** Maintaining a clean, hygienic, and well-maintained school facility to prevent illness and promote comfort.
 - **Emergency Health Protocols:** Establishing clear procedures for medical emergencies and managing student health needs.
- **Strategies to Meet Needs:**
 - **Nutritional Programs:** Ensure access to healthy breakfast and lunch programs, adhering to state and federal nutritional guidelines (Mr. Anderson, Cafeteria Manager, is key here).
 - **Physical Education & Activity:** Provide structured physical education classes (led by Mr. Murphy, PE Teacher) and promote opportunities for physical activity throughout the day.
 - **Mental Health Partnerships:** Collaborate with community mental health providers to offer counseling services, crisis intervention, and referrals for students in need. Our counselors are central to this effort.
 - **Mental Health Literacy for Staff:** Provide PD for staff on recognizing signs of mental health distress in students and appropriate referral processes.
 - **Robust Cleaning & Sanitation Protocols:** Implement rigorous daily cleaning schedules for classrooms, restrooms, and common areas. Mr. Hollinshed and his team ensure high standards of facility cleanliness.
 - **Health Office Services:** Maintain a well-equipped health office with trained personnel to manage student medical needs, administer medications, and respond to health emergencies.
 - **Health & Wellness Education:** Integrate health and wellness topics into the curriculum (e.g., science, PE, health education) to empower students to make healthy choices.

Funding Sources Utilized

To support these critical initiatives for safe, supportive, and healthy environments, Caldwell-Guthrie STEAM Academy strategically utilizes a combination of local, state, and federal funding sources. Mrs. Keisha Webb, as the PLC Coach and responsible for grants and purchasing, plays a vital role in securing and allocating these funds.

- **Local Funding (District & School Budget):**
 - **Memphis-Shelby County Schools (MSCS) General Funds:** Allocated annually to the school for operational expenses, including salaries for essential personnel (e.g., counselors, health staff, building engineer), general building maintenance, security system upkeep, and basic classroom supplies that contribute to a healthy environment.
 - **School-Generated Funds:** Funds raised through school activities or parent donations often contribute to specific needs like playground equipment, classroom resources for SEL activities, or additional safety enhancements.
- **State Funding:**
 - **Tennessee State Basic Education Program (BEP) Funds:** These funds, distributed by the state, support various school functions, including resources for student support services, professional development related to safety and SEL, and health programs.
- **Federal Funding:**
- **Title I, Part A (Improving Basic Programs Operated by Local Educational Agencies):** As a Title I school, a significant portion of these funds are dedicated to supporting at-risk students. This includes funding for:

- **Personnel:** Support staff (e.g., SEAs, Teacher Assistants like Ms. Davis, SPED Assistant Ms. N. Webb) whose presence reduces class sizes, allows for more individualized attention, and contributes to a safer and more supportive classroom environment.
 - **Professional Development:** Training for teachers on topics like SEL, classroom management, trauma-informed care, and equitable discipline practices, which directly impact the supportive environment.
 - **Curriculum & Resources:** Purchase of SEL curriculum materials, positive behavior incentives, and resources that foster a positive school climate.
- **IDEA (Individuals with Disabilities Education Act) Funds:** These funds support the provision of special education and related services for students with disabilities. A portion of IDEA funds are specifically used for:
 - **Behavioral Supports:** Funding for FBAs, BIPs, specialized personnel for behavioral interventions, and training for staff on supporting students with challenging behaviors.
 - **Therapeutic Services:** Funding for services like counseling, social work, or occupational therapy that contribute to students' overall well-being and ability to thrive in a supportive environment.

By strategically aligning these priority needs with evidence-based strategies and leveraging diverse funding sources, Caldwell-Guthrie STEAM Academy is committed to cultivating a school environment where every student feels safe, supported, and healthy, enabling them to achieve academic excellence and personal growth.

Integration and Effective Use of Technology in the Classroom

S-006

✓ Ready

Describe the level of access that students have to technology as part of the instructional program and how the school ensures that technology is being utilized effectively by students and educators. Describe the challenges faced in effectively integrating technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.) Include in the response:

1. A detailed description of the level of access students have to technology across all grade bands.
2. A detailed description of how the school ensures technology is being utilized effectively by students and educators.
3. A detailed description of the challenges in effectively integrating technology into the instructional program and steps being taken to address these challenges.
4. Specific local, state, and federal funding sources (including ESSER) that support the integration and effective use of technology.

Students at Caldwell-Guthrie STEAM Academy benefit from a robust **one-to-one (1:1) device program** implemented across all K-8 grade bands. Each student is assigned a personal device for daily use within the school.

- **K-2nd Grade:** Students have access to age-appropriate tablets, designed for foundational digital literacy and interactive learning. These devices are integrated into classroom activities under direct teacher supervision.
- **3rd-8th Grade:** Students are provided with tablets or laptops, enabling them to engage in research, word processing, collaborative projects, and access a wide array of educational software necessary for our curriculum.
- **Ensuring Universal Access:** For students with outstanding fees from previous device usage, the school immediately assigns a temporary device from our readily available school computer carts. This ensures that no student is denied access to instructional technology due to financial barriers.
- **Supplemental Resources:** Beyond individual devices, every classroom is equipped with interactive whiteboards and teachers have access to laptops. Specialized computer labs are also available for dedicated instruction and larger group activities.

Ensuring Effective Technology Utilization by Students and Educators

Our strategy focuses on purposeful integration to maximize the educational impact of technology:

- **For Educators:**

- **Targeted Professional Development:** The school is providing ongoing professional development that moves beyond basic device operation to focus on **pedagogical integration**. This includes training on leveraging technology to enhance curriculum delivery, differentiate instruction, assess student understanding, and support deeper learning, aligning with TN Academic Standards and the MSCS TEM Rubric.
- **Collaborative Planning:** During weekly Professional Learning Community (PLC) meetings and Collaborative Planning sessions, educators are actively designing lessons that seamlessly incorporate technology. This collaborative approach ensures that technology serves as a strategic tool to achieve specific learning objectives, particularly within our structured RTI schedules.
- **Instructional Coaching:** Immediate, hands-on coaching is available from the PLC Coach to support teachers in troubleshooting, refining technology-integrated lessons, and exploring innovative uses.
- **For Students:**
 - **Explicit Digital Literacy Instruction:** Students are receiving direct instruction on device care, responsible use, and navigating various educational software tools from the first day of school. This foundational training is reinforced consistently.
 - **Digital Citizenship Curriculum:** A comprehensive digital citizenship curriculum is being embedded across all grade levels to educate students on online safety, privacy, cyberbullying prevention, and ethical digital behavior.

Challenges and Steps to Address Them

Successfully integrating technology involves specific challenges, for which the school is taking concrete steps:

- **Challenge 1: Inconsistent Teacher Implementation and Planning for Purposeful Use.**
 - **Description:** Many teachers recognize the importance of technology but may struggle with consistently integrating it effectively into lesson plans, often using it for basic tasks rather than transformative instruction. There's a need for more intentional planning of *how* technology supports specific learning goals, especially within RTI schedules.
- **Steps Being Taken:**
 - **Focused PD & Planning Time:** Professional development sessions are now explicitly dedicating time for teachers to *plan* how they will use technology for specific lessons and interventions, moving beyond just tool demonstrations.
 - **Peer-to-Peer Learning:** Encouraging teachers to share successful technology-integrated lessons during PLC meetings to build collective efficacy and provide practical examples.
 - **RTI-Specific Tech Training:** Providing targeted training on using specific educational software and digital platforms to support differentiated instruction and data tracking within the RTI framework.
- **Challenge 2: Student Digital Literacy and Device Responsibility.**
 - **Description:** While students are adept with technology for personal use, they often lack formal instruction on proper device care, troubleshooting, and responsible online behavior in an academic context. This contributes to device damage and inefficient use.
- **Steps Being Taken:**
 - **First-Week Device Protocol:** Implementing explicit, hands-on lessons during the second week of school on device handling, basic troubleshooting, and digital citizenship.
 - **Clear Expectations & Consequences:** Establishing and consistently reinforcing clear expectations for device care and usage, along with transparent consequences for misuse or damage.
 - **Integrated Digital Citizenship:** Ensuring that digital citizenship lessons are not standalone but woven into the curriculum across subjects, reinforcing responsible online behavior in relevant contexts.

Funding Sources Supporting Technology Integration

Caldwell-Guthrie STEAM Academy strategically leverages various funding sources to support increased access and effective use of technology, with careful management of all grants and purchases:

- **Local Funding:**
 - **District Budget Allocations:** These funds cover ongoing IT support staff salaries, essential network infrastructure (e.g., Wi-Fi maintenance and upgrades), and a portion of device repair and replacement budgets.

- **State Funding:**
 - **Tennessee Basic Education Program (BEP) Funds:** A portion of these state funds is directed towards general instructional support, including the acquisition of technology devices, educational software, and professional development related to technology integration.
- **Federal Funding:**
 - **Targeted PD:** Providing professional development for educators focused on effective technology integration in hybrid and traditional learning environments.
 - **Title I, Part A:** As a Title I school, a portion of these funds supports technology purchases (devices, software) and professional development directly linked to enhancing academic outcomes for at-risk students.
 - **IDEA (Individuals with Disabilities Education Act) Funds:** These funds are specifically utilized to acquire assistive technology devices and specialized software for students with disabilities, ensuring their equitable access to the curriculum and enabling them to participate fully in technology-rich learning experiences.

By actively addressing these areas, Caldwell-Guthrie STEAM Academy is committed to harnessing the power of technology to drive instructional excellence and student success.

Parent and Family Engagement

S-007

✓ Ready

Describe the barriers that exist to greater engagement by families and how the school is addressing those barriers. What strategies are being used to implement effective family engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school? As applicable, address activities specifically designed to engage the families of historically underserved student group (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities). and how is the school addressing those barriers. Include in the response:

1. a description of the barriers that exist to greater engagement by families and how the school is addressing those barriers.
2. the strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with student academic achievement in the school?
3. a description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students; black, Hispanic, Native American students; English learners; students with disabilities).

At Caldwell-Guthrie STEAM Academy, we recognize that strong family engagement is crucial for student success. We are committed to fostering meaningful partnerships with all families, proactively addressing barriers, and implementing strategies that directly align with student academic achievement.

Barriers to Greater Family Engagement and How the School is Addressing Them

We have identified several common barriers that can hinder greater family engagement and are actively implementing strategies to overcome them:

- **Barrier 1: Time Constraints and Work Schedules:** Many families have demanding work schedules, multiple jobs, or lack flexible hours, making it difficult to attend traditional school events during the workday or early evening.
- **Addressing the Barrier:**
 - **Flexible Scheduling:** We offer school events and parent-teacher conferences at varied times, including late evenings, to accommodate diverse family schedules. Virtual meeting options are also frequently provided.
 - **Asynchronous Information Sharing:** Important information, presentations, and resources are shared through multiple accessible channels (school website, digital newsletters, recorded videos, social media, class dojo) that families can access at their convenience.
- **Barrier 2: Language and Communication Differences:** For families of English Learners (ELs), language can be a significant barrier to understanding school communications, participating in discussions, and accessing resources.
- **Addressing the Barrier:**

Activities Specifically Designed for Historically Underserved Student Groups

We employ targeted activities to ensure equitable and effective engagement for families of historically underserved student groups, including economically disadvantaged students, our Black students, our one Hispanic student, English learners, and students with disabilities:

- **Tailored Outreach and Personalization:**
 - **Dedicated Communication Liaisons:** Designate specific staff members (e.g., school counselors, support staff, or an identified bilingual staff member for our bilingual family) to serve as consistent points of contact and trusted liaisons for families from historically underserved groups.
- **Culturally Responsive Events:**
 - **Community Celebrations:** Host school-wide events that celebrate the diverse cultural backgrounds of our student population (e.g., Black History Month showcases, cultural heritage fairs). This creates a welcoming environment where families see their cultures valued.
 - **Food and Fellowship:** Incorporate shared meals or refreshments into family engagement activities to create a more relaxed, welcoming, and community-oriented atmosphere, particularly for economically disadvantaged families.
- **Targeted Support for English Learners' Families:**
 - **EL Family Welcome Sessions:** Host specific orientation sessions for EL families, explaining the school system, their child's language support services, and ways to communicate effectively with the school.
 - **Bilingual Workshops:** Offer workshops (e.g., how to access student grades online, understanding school policies) specifically designed for EL families and delivered in their native languages.
- **Engaging Families of Students with Disabilities:**
 - **IEP/504 Parent Support Sessions:** Host informal "IEP/504 Information Sessions" where parents can learn about their rights, the special education process, how to interpret their child's IEP/504 plan, and strategies to support their child's learning goals at home.
 - **Resource Fairs:** Organize resource fairs that connect families of students with disabilities to community organizations and support services that can provide additional assistance.
 - **Enhanced Communication:** Ensure consistent and frequent communication between special education teachers and families, utilizing preferred communication methods and providing clarity on academic and behavioral progress aligned with their individualized plans.
- **Addressing Digital Divide for Economically Disadvantaged Families:**
 - **Device & Connectivity Support:** Leverage Title I funds to provide 1:1 devices and, where possible, assist families with information on low-cost internet options to ensure equitable access to online learning resources and communication platforms at home.
 - **Technology Training for Parents:** Offer basic technology workshops for parents on how to use school communication apps, access online learning resources, and monitor student progress online.

By implementing these tailored and comprehensive strategies, Caldwell-Guthrie STEAM Academy aims to break down barriers, build strong relationships with all families, and create a truly inclusive environment that empowers them to be active partners in their children's academic journey.

Connected Action Steps:

- [Parent and Family Engagement](#)

Professional Learning for Educators

S-008

✓ Ready

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

1. A description of educator and school leader needs in regards to professional development and how the school determines those needs.
2. A description of professional development opportunities implemented by the school to meet those needs, including opportunities that address the needs of educators in the school to teach all learners, including those with disabilities.

At Caldwell-Guthrie STEAM Academy, professional development (PD) for teachers, principals, and other school leaders is central to building capacity for high-quality instruction, positively impacting student academic achievement, and ensuring all learners, including those with disabilities, are effectively served. Our approach to PD is systematic, data-driven, and embedded in our daily operations.

Determining Educator and School Leader Professional Development Needs

The school employs a multi-faceted approach to accurately determine the professional development needs of all educators and school leaders:

- **Student Achievement Data Analysis:** This is a primary driver. We analyze disaggregated student performance data from TNReady, benchmark assessments, universal screeners, and formative assessments. Trends and gaps identified in academic areas, particularly for specific subgroups (e.g., students with disabilities, economically disadvantaged), pinpoint areas where educators need enhanced instructional strategies. These analyses are central to our weekly Professional Learning Community (PLC) meetings, collaborative planning sessions, and monthly faculty meetings.
- **Instructional Observation & Feedback (TEM Rubric Alignment):** Administrators conduct regular classroom observations using the MSCS TEM Rubric. Feedback from these observations highlights areas for growth in instructional practices (e.g., differentiation, student engagement, questioning techniques, classroom management) for individual teachers and across the school.
- **Perceptual Data:** Annual staff surveys gather direct input from educators on their perceived professional learning needs, areas where they desire more support, and insights into challenges they face in the classroom.
- **Discipline Data Review:** Analysis of school-wide and disaggregated discipline data identifies needs related to classroom management, positive behavioral interventions, and equitable discipline practices, especially concerning disproportionate impact on certain student groups.
- **Curriculum and Program Implementation Needs:** As new curricula are adopted (e.g., Fly Five) or instructional initiatives are introduced (e.g., enhanced technology integration, data-driven small groups), corresponding PD needs are identified to ensure effective implementation and fidelity.
- **Leadership Team Input:** The administrative team, in collaboration with instructional leaders, regularly discusses school-wide strengths and areas for improvement, informing systemic PD needs.

Professional Development Opportunities Implemented by the School

Our professional development opportunities are designed to be ongoing, differentiated, and directly applicable to classroom practice, addressing the diverse needs identified:

- **Embedded & Ongoing PD:**
 - **Professional Learning Communities (PLCs):** Weekly PLC meetings (every Tuesday), facilitated by the PLC Coach, are foundational. Here, teachers collaboratively analyze student data, share instructional strategies, plan differentiated lessons aligned with TN Academic Standards, and problem-solve common challenges. This includes specific discussions on adapting instruction for diverse learners and utilizing data to form flexible small groups.
 - **Collaborative Planning Sessions:** Dedicated weekly collaborative planning time (every Thursday) allows grade-level and subject-area teams to jointly develop unit plans, create common assessments, and embed high-quality instructional practices, including Universal Design for Learning (UDL) principles and technology integration strategies.
 - **Instructional Coaching:** The PLC Coach provides individualized and small-group coaching, modeling lessons, co-teaching, and offering targeted feedback to help educators refine their practice in specific areas identified through observation or self-assessment.
 - **Lesson Study & Peer Observations:** Encouraging teachers to observe colleagues' classrooms and engage in lesson study cycles fosters a culture of continuous learning and shared best practices.

- **Targeted Whole-Staff and Differentiated PD Sessions:**

- **High-Quality Instruction:** Regular sessions during faculty meetings (every Wednesday) and inservice days focus on specific indicators from the MSCS TEM Rubric, such as effective questioning, rigorous tasks, student discourse, and academic feedback.
- **Data-Driven Practices:** PD empowers educators to effectively collect, analyze, and apply student data to inform instruction, form flexible groups, and monitor progress. The "Data-Driven Small Groups" PD is a prime example of this.
- **Technology Integration:** Training specifically addresses how to purposefully integrate technology into lessons to enhance student engagement, critical thinking, and content creation, moving beyond basic use. This includes leveraging educational software for interventions within RTI schedules.
- **Classroom Management & Positive Behavioral Interventions and Supports (PBIS):** PD provides strategies for creating positive classroom environments, implementing PBIS tiers, de-escalation techniques, and consistent application of discipline procedures to maximize instructional time.

- **Addressing the Needs of All Learners, Including Those with Disabilities:**

- **Differentiated Instruction & Universal Design for Learning (UDL):** PD consistently focuses on strategies to differentiate instruction for diverse learners and apply UDL principles to proactively design accessible lessons and environments, benefiting students with varying learning styles and needs.
- **IEP/504 Implementation & Collaboration:** Training ensures all educators, including general education teachers, understand their roles and responsibilities in implementing student Individualized Education Programs (IEPs) and 504 Accommodation Plans. This includes strategies for effective co-teaching, providing accommodations and modifications, and collaborating effectively with special education teachers and support staff (e.g., SEAs, SPED Assistant).
- **Behavioral Supports for Students with Disabilities:** Specific PD addresses understanding Functional Behavioral Assessments (FBAs) and implementing Behavior Intervention Plans (BIPs), de-escalation strategies tailored for students with disabilities, and ensuring disciplinary practices are equitable and do not contribute to discrepancies among subgroups.
- **Specialized Training:** PD addresses awareness of various learning disabilities and specific strategies for supporting students with those needs, ensuring that all educators are equipped to meet diverse academic and behavioral requirements.

This robust and continuous professional development system ensures that all Caldwell-Guthrie STEAM Academy educators are equipped with the knowledge, skills, and strategies necessary to deliver high-quality instruction, foster an inclusive environment, and ultimately drive significant academic achievement for every learner.

Connected Action Steps:

- [Bi-Weekly Instructional Leadership Team \(ILT\) Meetings](#)
- [Monthly Professional Development for Math](#)
- [Professional Learning](#)
- [Kid's First-Teacher Coaching](#)
- [Kid's First-Teacher Coaching](#)

Describe how the school is reviewing and analyzing data to identify and address disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Include in the response:

1. The process in place to review and analyze educator placement.
2. Steps the school takes to address any disparities that result in students, particularly low income students and minority students, being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

At Caldwell-Guthrie STEAM Academy, we are deeply committed to ensuring equitable access to highly effective, experienced, and **appropriately certified** educators for all students. We recognize that disparities in teacher placement can significantly impact student academic outcomes, particularly for our low-income and minority students. Our approach involves a systematic review process and proactive steps to address any identified disparities.

Process for Reviewing and Analyzing Educator Placement

Our school has a clear process in place to regularly review and analyze educator placement:

- **Comprehensive Data Collection:** We collect and cross-reference data points to gain a complete picture of educator assignments and qualifications:
 - **Student Demographics:** This includes student race/ethnicity and socioeconomic status (low-income, as indicated by Free/Reduced Lunch eligibility) linked to specific teacher assignments by grade level and subject.
 - **Teacher Qualifications:** We maintain detailed records of each teacher's years of experience, **certification status for their current assignment** (e.g., whether they are teaching a subject/grade for which they hold the appropriate certification), and relevant endorsements.
 - **Teacher Effectiveness Ratings:** We utilize results from our educator evaluation system, which incorporates multiple measures including performance on the MSCS TEM Rubric, to categorize teacher effectiveness.
- **Structured Data Analysis and Review Cycles:**
 - **Leadership Team Review:** The administrative team conducts semi-annual (or annual following evaluation cycles) deep dives into aggregated and disaggregated placement data. This review specifically examines if students from particular subgroups are disproportionately assigned to teachers with less experience, **certifications not directly aligned with their current assignments**, or lower effectiveness ratings.
 - **Trend Identification:** The analysis focuses on identifying patterns and trends in teacher assignments that could indicate a disparity. For example, we examine if classrooms with a higher percentage of low-income or minority students consistently have less experienced teachers compared to other classrooms within the same grade level or subject.
 - **Feedback Integration:** Insights from teacher retention data, professional development needs assessments, and staff surveys are integrated into this analysis to understand underlying factors affecting teacher placement and stability.

Steps Taken to Address Disparities in Educator Placement

Upon identifying any disparities, Caldwell-Guthrie STEAM Academy implements a multi-pronged strategy to address them and ensure equitable access to high-quality instruction for all students:

- **Strategic Educator Assignment:**
 - **Prioritized Placement:** We proactively prioritize the placement of our most highly effective and experienced educators in grade levels, courses, and classrooms that serve a higher proportion of low-income and minority students. This decision is made thoughtfully during the annual staffing allocation process.
 - **Balanced Distribution:** Our goal is to achieve a balanced distribution of teacher experience and effectiveness across all student demographics to ensure all students have access to strong instruction.
- **Targeted Professional Development and Intensive Support:**
 - **Differentiated PD:** For any teachers identified as less experienced, **teaching outside of their primary certification area**, or needing growth (based on effectiveness ratings), we provide intensive, differentiated professional development. This includes specialized training on content knowledge, pedagogical strategies relevant to specific subject areas, and evidence-based classroom management techniques.

- **Mentorship Programs:** Less experienced teachers are formally paired with highly effective, veteran educators who serve as mentors, providing ongoing guidance, support, and opportunities for co-planning and observation.
- **Instructional Coaching:** The PLC Coach provides focused, individualized instructional coaching, including direct modeling, co-teaching, and constructive feedback, to accelerate the growth of teachers who need additional support.
- **Content-Specific Training:** For **teachers not certified in their current assignment**, immediate steps are taken to provide access to content-specific professional learning, resources, and pathways to appropriate certification.
- **Enhanced Resource Allocation:**
 - **Support Staff:** Classrooms where teachers may be less experienced or **not certified in their assigned area** receive increased allocations of support staff (e.g., Specialized Education Assistants, Teacher Assistants) to provide additional instructional support and small-group facilitation for students.
 - **Instructional Resources:** These classrooms are prioritized for additional high-quality instructional materials, technology resources, and intervention tools to compensate for experience gaps.
- **Continuous Monitoring and Adjustment:**
 - **Ongoing Review:** The leadership team continuously monitors placement data and student achievement outcomes (including disaggregated results) throughout the school year to assess the effectiveness of these strategies.
 - **Adaptive Planning:** The findings from these ongoing reviews inform necessary adjustments to teacher assignments, professional development plans, and support structures to ensure sustained progress towards equitable teacher distribution and student success.

By implementing these strategic processes, Caldwell-Guthrie STEAM Academy actively works to dismantle disparities in teacher placement, ensuring that every student, regardless of their background, benefits from access to highly effective, well-supported, and **appropriately qualified** educators.

Title I (School-Wide)

Opportunities for All Students

S-010

✓ Ready

Describe how the school will provide opportunities for all children, including each of the subgroups (ED, major racial & ethnic groups, SWDs and ELs) to meet challenging state academic standards.

At Caldwell-Guthrie STEAM Academy, our paramount goal is to ensure that all children, including our economically disadvantaged students, major racial and ethnic groups, students with disabilities (SWDs), and English learners (ELs), have equitable opportunities to meet and exceed challenging state academic standards. This commitment is woven into every aspect of our instructional program and school culture.

Core Instructional Strategies for All Learners

Our foundational approach for all students includes:

- **High-Quality Core Instruction:** We ensure that all classrooms provide evidence-based, rigorous instruction aligned with Tennessee Academic Standards. Our educators consistently apply principles from the MSCS TEM Rubric, focusing on clear learning objectives, engaging instructional strategies, effective questioning, and providing actionable feedback.

- **Universal Design for Learning (UDL):** Teachers are trained to proactively design lessons and environments that are accessible to all learners from the outset. This involves providing multiple means of representation (how content is presented), engagement (how students are motivated), and action and expression (how students demonstrate learning), reducing barriers for diverse learners.
- **Data-Driven Instruction:** Instruction is continuously informed and adjusted based on student data. Educators regularly collect and analyze formative and summative assessment data in PLCs to identify student strengths, misconceptions, and specific learning gaps, allowing for responsive teaching for all learners.

Targeted Strategies for Specific Subgroups to Meet Challenging State Academic Standards

Beyond core instruction, we implement specific, targeted strategies to address the unique needs of each subgroup:

- **Economically Disadvantaged (ED) Students:**
 - **Equitable Access to Resources:** We ensure all ED students have equitable access to necessary learning materials, including our 1:1 devices, supplemental workbooks, and classroom supplies. Title I funds are strategically utilized to procure these resources and provide additional academic support programs.
 - **Extended Learning Opportunities:** In-school and after-school tutoring programs (managed by the PLC Coach) provide targeted academic support, homework assistance, and remediation/enrichment aligned with academic standards, mitigating potential resource gaps at home.
 - **Supportive Environment:** Our comprehensive supportive environment strategies (e.g., PBIS, social-emotional learning) address non-academic barriers that disproportionately affect ED students, such as stress, lack of basic needs, or inconsistent routines, allowing them to focus on learning.
 - **Academic Family Engagement:** Family engagement activities specifically aim to empower ED families with strategies and resources to support academic achievement at home, building a strong home-school partnership.
- **Major Racial & Ethnic Groups (Including Black and our Hispanic Student):**
 - **Culturally Responsive Teaching:** We actively promote culturally responsive teaching practices that affirm students' identities, backgrounds, and experiences. Curriculum materials are chosen to reflect diverse perspectives, and teaching strategies connect learning to students' lived realities, fostering engagement and a sense of belonging.
 - **Equitable Teacher Placement:** As outlined in other sections of this SIP, we are committed to ensuring that all students, including minority students, are taught by highly effective, experienced, and appropriately certified teachers.
 - **Positive School Climate:** Implementation of PBIS and restorative practices creates a positive and inclusive school climate, actively addressing any potential biases and promoting respectful interactions among all members of the school community.
 - **Representation:** We strive to ensure our staff and curriculum materials reflect the diversity of our student body, providing positive role models and relevant learning experiences.
- **Students with Disabilities (SWDs):**
 - **Individualized Education Programs (IEPs) & 504 Plans:** Our primary commitment is the faithful implementation of each student's IEP or 504 plan, providing all specified accommodations, modifications, and specialized instruction to ensure access to the general education curriculum and enable progress towards TN Academic Standards.
 - **Collaborative Co-Teaching Models:** General education and special education teachers collaborate to deliver instruction, plan differentiated lessons, and provide targeted support within the inclusive classroom setting.
 - **Specialized Interventions:** Students receive tailored academic and behavioral interventions as outlined in their IEPs, delivered by special education teachers, SEAs, or other qualified personnel.
 - **Assistive Technology:** We leverage IDEA funds to provide necessary assistive technology devices and software that enable SWDs to access curriculum content, demonstrate learning, and participate fully in the instructional program.
 - **Behavioral Supports:** Individualized Behavior Intervention Plans (BIPs) are developed and implemented based on Functional Behavioral Assessments (FBAs) to provide proactive strategies and address challenging behaviors that may impede learning.
- **English Learners (ELs):**

- **Explicit Language Instruction:** ELs receive targeted support in developing academic English language proficiency across listening, speaking, reading, and writing domains, crucial for accessing challenging state standards.
- **Bilingual Resources & Support:** We provide access to bilingual dictionaries, translated materials, and, when applicable, utilize bilingual staff to support communication and instruction for our EL students, including our Hispanic student and their family.
- **Peer-to-Peer Learning:** Strategic grouping allows ELs to learn from and collaborate with English-proficient peers, fostering language acquisition and academic understanding.

Enabling Structures & Supports

To facilitate these opportunities, the school maintains robust structures:

- **Comprehensive Professional Development:** Ongoing PD equips all educators with the skills and knowledge to implement differentiated instruction, UDL, culturally responsive teaching, EL strategies, and specialized supports for SWDs.
- **Collaborative Planning:** Our weekly PLC and collaborative planning sessions are dedicated to analyzing student data by subgroup, planning differentiated lessons, and sharing effective strategies for all learners.
- **Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS):** We utilize a structured MTSS framework to identify struggling learners early and provide a continuum of increasingly intensive academic and behavioral interventions based on student data.
- **Targeted Academic Tutoring:** In-school and after-school tutoring programs offer additional academic support tailored to specific learning gaps identified through data, helping students meet challenging standards.
- **Technology Integration:** Our 1:1 device program and integration of educational software facilitate personalized learning, provide access to adaptive tools, and support differentiated instruction for all student subgroups.

Through these comprehensive and targeted approaches, Caldwell-Guthrie STEAM Academy ensures that every child, regardless of their background or learning needs, receives the necessary opportunities and support to meet challenging state academic standards and achieve their full potential.

Strengthening Academics

S-011

✓ Ready

Describe how the school will use methods and instructional practices that strengthen the academic program in the school.

At Caldwell-Guthrie STEAM Academy, strengthening our academic program is a continuous, data-driven process centered on implementing high-impact instructional methods and practices. Our approach ensures rigorous, engaging, and equitable learning experiences for all K-8 students, aligning directly with Tennessee Academic Standards and the MSCS TEM Rubric.

Here's how we will use methods and instructional practices to strengthen the academic program:

1. Data-Driven Instructional Cycles:

- **Continuous Assessment & Analysis:** We will systematically collect and analyze a variety of student data—including universal screeners, benchmark assessments, formative assessments (quizzes, exit tickets), and summative unit tests—across all grade levels and subjects. This data will be disaggregated by student subgroups (e.g., academic performance levels, demographics) to identify precise strengths, learning gaps, and areas for instructional adjustment.
- **Weekly Data Discussions in PLCs:** Our weekly Professional Learning Communities (PLCs) are the core of our data-driven cycle. Here, teachers collaboratively analyze student work and assessment results, discuss

instructional effectiveness, and collaboratively plan differentiated strategies based on real-time student needs. This ensures that instruction is responsive and targeted.

- **Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS):** We will effectively implement and continuously refine our MTSS framework. This system uses diagnostic data to identify students needing additional support early, providing increasingly intensive, evidence-based academic and behavioral interventions at Tiers 2 and 3. Progress monitoring within RTI ensures interventions are effective and adjusted as needed.

2. High-Quality Core Instruction and Pedagogy:

- **Explicit Instruction & Gradual Release:** Teachers will consistently utilize explicit instructional strategies, moving from "I do" (modeling) to "We do" (guided practice) to "You do" (independent application). This structured approach builds foundational understanding before moving to complex tasks.
- **Rigorous and Engaging Tasks:** Instruction will emphasize complex texts, challenging problems, and authentic tasks that require critical thinking, problem-solving, and creativity. Lessons will be designed to be engaging, capturing student interest and fostering a love for learning, particularly within our STEAM focus.
- **Effective Questioning and Academic Discourse:** Teachers will employ higher-order questioning techniques to stimulate deeper thinking, encourage student-led discussions, and promote academic discourse. Students will be taught how to articulate their thinking, justify their reasoning, and respectfully engage with diverse perspectives.
- **Differentiated Instruction and Universal Design for Learning (UDL):** All lessons will be designed with differentiation and UDL principles in mind. Teachers will proactively plan multiple pathways for students to access content, process information, and demonstrate understanding, ensuring that all learners, including those with disabilities and English learners, can meaningfully engage with challenging standards.
- **Purposeful Technology Integration:** Our 1:1 device program will be leveraged to enhance instruction, not just for consumption. Technology will be integrated to facilitate personalized learning, provide access to diverse resources, support collaborative projects, and enable students to create and present their learning in innovative ways. This includes using educational software for adaptive practice and intervention.

3. Targeted Support and Intervention:

- **Data-Driven Small Groups:** A cornerstone of our academic program, teachers will consistently form flexible, data-driven small groups based on specific student needs identified through ongoing assessment. These groups will provide targeted reteaching, enrichment, or specialized instruction, ensuring every student receives the precise support they need to master challenging standards.
- **Academic Tutoring Programs:** We will offer robust in-school and after-school tutoring programs, providing additional instruction and practice in core academic areas for students who need it, directly aligned with state standards.
- **Academic Language Development:** Across all subjects, teachers will explicitly focus on developing academic vocabulary and language structures crucial for comprehending complex texts and articulating sophisticated ideas, particularly beneficial for English learners and all students grappling with challenging content.

4. Collaborative Planning and Professional Growth:

- **Weekly Collaborative Planning:** Dedicated time for collaborative planning among grade-level and subject-area teams (every Thursday) will ensure vertical and horizontal alignment of curriculum, shared understanding of standards, and joint development of high-quality lessons and assessments.
- **Job-Embedded Professional Development:** Our professional development model, led by the PLC Coach, is embedded in our daily work. This includes ongoing instructional coaching, peer observations, and targeted PD sessions (e.g., "Data-Driven Small Groups") that directly equip teachers with strategies to strengthen instruction in their classrooms. These opportunities are consistently aligned with improving practice as outlined in the TEM Rubric.

By systematically implementing these methods and instructional practices, Caldwell-Guthrie STEAM Academy will continuously strengthen its academic program, ensuring that all students are prepared to meet and exceed challenging state academic standards.

Connected Action Steps:

- [Monthly Data Team Meetings](#)
- [Weekly Fidelity Checks for RTI² Curriculum](#)

Quality Learning

S-012

✓ Ready

Describe how the school will increase the amount and quality of learning time.

At Caldwell-Guthrie STEAM Academy, we are dedicated to significantly increasing both the **amount** and **quality** of learning time for all students. Our strategies focus on maximizing every instructional minute, providing extended learning opportunities, and ensuring that all instruction is highly effective, engaging, and precisely targeted to student needs.

Increasing the Amount of Learning Time

We employ several key strategies to ensure students have more time actively engaged in learning:

- **Maximizing the Instructional Day (Bell-to-Bell Instruction):**
 - **Efficient Transitions:** Teachers are trained and utilize consistent routines and procedures for transitions between activities, subjects, and locations (e.g., lunch, specials), minimizing lost instructional time. This is reinforced through classroom expectations and coaching.
 - **Strong Classroom Management:** Implementation of our school-wide Positive Behavioral Interventions and Supports (PBIS) framework, coupled with targeted professional development in classroom management techniques, reduces disruptions and increases time on task. Teachers are encouraged to have clear routines for using supplies, turning in papers, and other daily procedures.
 - **Minimized Non-Instructional Interruptions:** School-wide schedules are designed to limit interruptions to classroom instruction. Non-essential announcements or pull-outs are strategically scheduled during non-instructional times or consolidated to minimize their impact.
- **Reducing Lost Instructional Time Due to Discipline:**
 - As outlined in our discipline plan, we continuously review and analyze discipline data to identify root causes of frequent disruptions. Our tiered intervention approach, restorative practices, and re-engagement plans aim to keep students in the classroom as much as possible, directly reducing time lost due to disciplinary actions.
- **Extended Learning Opportunities:**
 - **In-School and After-School Tutoring:** The PLC Coach oversees robust tutoring programs that provide additional academic support and enrichment outside of regular classroom hours. These programs are specifically designed to address learning gaps, reinforce concepts, and extend learning for students needing additional practice or challenge.
 - **Targeted Interventions (RTI/MTSS):** Within the school day, our Response to Intervention (RTI)/Multi-Tiered System of Supports (MTSS) provides structured blocks of time for differentiated instruction and interventions for students requiring additional support in specific academic areas. This ensures targeted learning time for struggling students without significantly disrupting core instruction for others.

Increasing the Quality of Learning Time

Beyond simply adding minutes, we prioritize ensuring that every moment of instruction is of the highest possible quality:

- **High-Quality Core Instruction:**
 - **Data-Driven Instruction:** Teachers consistently use student data (formative, benchmark, summative) to inform daily lesson planning and delivery. This ensures instruction is precisely targeted to student needs and aligned with Tennessee Academic Standards. Weekly PLC meetings are dedicated to this critical analysis.

- **Rigorous and Engaging Curriculum:** We implement curricula and instructional practices that promote critical thinking, problem-solving, and deep understanding, moving beyond rote memorization. Lessons are designed to be engaging, capturing student interest and fostering active participation.
- **Effective Pedagogy (TEM Rubric Alignment):** Professional development is continuously provided to enhance teacher effectiveness across all indicators of the MSCS TEM Rubric, focusing on clear objectives, effective questioning, academic discourse, and providing specific, actionable feedback that advances student learning.
- **Differentiated and Personalized Learning:**
 - **Data-Driven Small Groups:** Teachers consistently form flexible small groups based on real-time data to provide highly targeted and differentiated instruction. This allows for individualized reteaching, specialized practice, or advanced enrichment, ensuring every student is working at their optimal learning edge.
 - **Universal Design for Learning (UDL):** Educators are trained to implement UDL principles, designing lessons that offer multiple means of engagement, representation, and action/expression. This proactive approach ensures accessibility and quality learning experiences for all students, including those with disabilities and English Learners.
 - **Purposeful Technology Integration:** Our 1:1 device program and strategically selected educational software are leveraged to personalize learning paths, provide adaptive practice, facilitate collaborative projects, and offer immediate feedback, thereby enhancing the quality of learning experiences.
- **Targeted Professional Development:**
 - Our robust PD program, led by the PLC Coach, directly addresses instructional quality. Sessions focus on evidence-based practices (e.g., explicit instruction, differentiated instruction, effective use of technology, culturally responsive teaching) that empower teachers to deliver high-quality lessons to all learners.
 - **Collaborative Planning:** Weekly collaborative planning sessions ensure teachers work together to design high-quality, standards-aligned units and lessons, share best practices, and refine instructional strategies for maximum impact.
- **Supportive and Engaging Learning Environment:**
 - A positive school climate, fostered through PBIS and strong teacher-student relationships, creates a safe and psychologically secure space where students feel comfortable taking risks, asking questions, and engaging deeply with learning. This supportive environment directly enhances the quality of time spent learning.

By strategically increasing the time dedicated to learning and rigorously focusing on the quality of every instructional minute, Caldwell-Guthrie STEAM Academy will continuously strengthen its academic program and ensure all students achieve at high levels.

Well-rounded Education

S-013

✓ Ready

The Every Student Succeeds Act (ESSA) defines a well-rounded education as the courses, activities, and subject programming that a school will provide to ensure that all students have access to an enriched curriculum and educational experience, including access to high quality materials.

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Include in the response:

1. a detailed description of the school's vision for a well-rounded education.
2. a description of the courses and opportunities (i.e. enrichment, foreign language, health & wellbeing, early post-secondary, etc.) that go beyond core subjects by grade band that support the school's vision,
3. actions the school will take to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the school's vision
4. specific local, state, and federal funding sources (including ESSER), that support the school's efforts.

At Caldwell-Guthrie Academy, our vision for a **well-rounded education** extends far beyond core academic subjects. Aligned with the Every Student Succeeds Act (ESSA), we believe a well-rounded education is a holistic and enriched curriculum that ensures all students develop intellectually, creatively, physically, and socially. We aim to cultivate curious, adaptable learners prepared for diverse future pathways and active, engaged citizenship.

Courses and Opportunities Beyond Core Subjects by Grade Band

To realize this vision, we offer a comprehensive array of courses and enrichment opportunities designed to go beyond core subjects at each grade band:

- **Kindergarten - 2nd Grade:**
 - **Arts Integration:** Students receive foundational instruction in **Visual Arts** (led by the Art Teacher) and **Music** (led by the Music Teacher) through exploration, movement, song, and foundational concepts.
 - **Physical Education:** The PE Teacher provides structured opportunities for fundamental movement skills, cooperative games, and healthy habit formation.
 - **Early Technology Literacy:** Integrated within classrooms, students engage with interactive digital tools and educational apps, focusing on basic device navigation and early computational thinking.
 - **Social-Emotional Learning (SEL):** SEL is woven into daily routines and reinforced through counselor-led guidance lessons, promoting self-awareness, responsible decision-making, and relationship skills.
- **3rd - 5th Grade:**
 - **Arts Exploration:** Deeper engagement in **Visual Arts** and **Music**, including introduction to different art forms, musical instruments, and basic elements of art history.
 - **Physical Education & Health:** More complex team sports, fitness concepts, and foundational health education topics.
 - **Technology & Digital Citizenship:** Introduction to basic coding concepts, digital storytelling, multimedia creation, and explicit lessons on safe and responsible online practices.
 - **Interdisciplinary Projects:** Project-Based Learning (PBL) units intentionally integrate various subjects with core academics, providing real-world application.
 - **Enrichment Clubs:** Opportunities for after-school clubs such as chess or environmental clubs begin to emerge.
- **6th - 8th Grade:**
 - **Advanced Arts:** Options for more advanced **Visual Arts** studios (e.g., drawing, painting, sculpture) and instrumental or vocal **Music** (band/chorus).
 - **Comprehensive Health & Physical Education:** Advanced sports strategies, fitness planning, and comprehensive health education covering physical, mental, and social well-being.
 - **Interdisciplinary Projects:** Significant cross-curricular projects require students to synthesize knowledge and skills from multiple disciplines to solve complex problems.
 - **Career & Post-Secondary Awareness:** Counselors integrate career exploration, self-awareness, and early discussions about post-secondary options (technical schools, colleges) through lessons and individual guidance.

Ensuring Equitable Access for All Subgroups

Ensuring **all applicable subgroups**, including students with disabilities, have equitable access to these rich opportunities is fundamental to our vision:

- **Universal Design for Learning (UDL):** All teachers, including those in Art, Music, PE, and Computer, are trained in and utilize UDL principles to design courses and activities that are inherently accessible to all learners. This involves providing multiple ways for students to engage, access information, and demonstrate their understanding, proactively removing barriers.
- **Individualized Education Program (IEP) & 504 Plan Fidelity:** We meticulously implement all accommodations and modifications outlined in students' IEPs and 504 plans across *all* courses, including specials and enrichment activities. Special education teachers and Specialized Education Assistants (SEAs) collaborate closely with "specials" teachers to adapt materials, provide support, and ensure that IEP goals (e.g., related to communication, social skills) are addressed in these settings.
- **Strategic Scheduling:** The master schedule is carefully constructed to prevent students from being disproportionately pulled from well-rounded subjects for core academic interventions. Interventions are

strategically scheduled to allow maximum access to arts, PE, and computer courses.

- **Targeted Support for English Learners (ELs):**
 - **Language Support:** Provide simplified instructions for EL students and families regarding program descriptions and participation, ensuring they understand the benefits and how to engage.
- **Addressing Economic Disadvantage Barriers:**
 - **Fee Waivers/Assistance:** Waive or provide assistance for participation fees for clubs, sports, or necessary equipment/uniforms to ensure economically disadvantaged students are not excluded due to cost.
 - **Transportation Support:** Ensure that lack of transportation is not a barrier for participation in after-school activities, exploring options such as late bus routes or partnerships where feasible.
- **Proactive Promotion and Recruitment:** We actively promote all well-rounded opportunities to *all* students and families through multiple communication channels (e.g., school website, newsletters, social media, direct phone calls), with particular emphasis on engaging families from historically underserved groups to encourage participation.
- **Inclusive Behavioral Supports:** Students' Behavior Intervention Plans (BIPs) are communicated to and understood by all staff, including "specials" teachers, to ensure consistent behavioral supports that enable students with disabilities to participate successfully in all aspects of the school day.

Funding Sources Supporting Well-Rounded Education

Caldwell-Guthrie Academy leverages a combination of local, state, and federal funding to support our vision of a well-rounded education:

- **Local Funding (District & School Budget):**
 - **Salaries:** District general funds cover the salaries of our Art, Music, PE, and Computer teachers, as well as counselors.
 - **Operational Expenses:** Basic equipment, supplies for arts and sports, maintenance of specialized facilities (gym, art room, music room, computer labs).
- **Federal Funding:**
- **Title I, Part A (Improving Basic Programs):** These funds are crucial for enhancing educational opportunities for at-risk students. They can support:
 - **Supplemental Personnel:** Funding for additional instructional staff or support roles that enable smaller group instruction or targeted assistance within core or well-rounded subjects.
 - **Academic Enrichment:** Support for specific programs or materials that enrich the curriculum beyond core academics, especially those beneficial for disadvantaged students.
 - **Technology:** Resources for general technology integration within various courses.
- **IDEA (Individuals with Disabilities Education Act):** These funds are specifically dedicated to ensuring students with disabilities have access to a Free Appropriate Public Education (FAPE). This includes:
 - **Adaptive Equipment:** Purchasing specialized equipment or assistive technology that allows SWDs to participate fully in PE, Art, Music, and Computer classes.
 - **Personnel Support:** Funding for Special Education teachers and SEAs who provide direct and consultative support to enable SWDs' participation in general education and well-rounded activities.
 - **Related Services:** Funding for services like occupational or physical therapy that can enhance participation in activities like PE.
- **Title IV, Part A (Student Support and Academic Enrichment Grants):** This grant is specifically designed to support well-rounded educational opportunities. Funds can be used for:
 - **Arts Education:** Programs, equipment, or professional development for visual and performing arts.
 - **Computer Education:** Expanding computer offerings and resources.
 - **Health and Physical Education:** Resources for comprehensive health and physical education programs.
 - **Enrichment Activities:** Supporting various clubs and extracurricular activities that contribute to a well-rounded experience.

Through this comprehensive approach to curriculum, instruction, and resource allocation, Caldwell-Guthrie Academy is committed to delivering a truly well-rounded education that empowers every student to explore their passions, develop diverse skills, and thrive academically and personally.

Connected Action Steps:

- [Weekly ELA PLC Meetings](#)
- [Weekly Fidelity Checks for K-2 Foundational Skills](#)
- [Daily Exit Tickets for Math](#)
- [Kid's First-Teacher Coaching](#)

At-Risk Students

S-014

✓ Ready

Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

At Caldwell-Guthrie STEAM Academy, our fundamental commitment is to address the unique needs of every child, with a particular focus on proactively supporting those at risk of not meeting challenging state academic standards. Our approach is holistic, data-driven, and built upon a multi-tiered system of support designed to ensure all students achieve their full potential.

Identifying and Understanding Student Needs

Our process begins with systematic and continuous identification of student needs:

- **Comprehensive Data Analysis:** We routinely collect and rigorously analyze a wide array of student data. This includes universal screeners (e.g., literacy and math screeners), benchmark assessments, formative assessments (quizzes, common assessments, student work samples), summative assessments (TNReady scores), attendance records, discipline data, and social-emotional learning indicators.
- **Disaggregated Data Review:** All data is disaggregated by subgroups, including economically disadvantaged students, major racial and ethnic groups, students with disabilities (SWDs), and English learners (ELs). This allows us to pinpoint specific academic and non-academic disparities and identify which students and groups are most at risk.
- **Collaborative Team Analysis:** This data analysis occurs regularly within our weekly Professional Learning Communities (PLCs), during collaborative planning sessions, and at administrative leadership team meetings. Educators work together to interpret data, discuss student strengths and challenges, and identify root causes for academic struggles.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RTI) Framework

Our primary strategy for addressing the diverse needs of all children, particularly those at risk, is through a robust MTSS/RTI framework:

- **Tier 1: Universal High-Quality Core Instruction:**
 - **Rigorous Curriculum:** All students receive high-quality, standards-aligned instruction in the general education classroom based on Tennessee Academic Standards. This instruction is engaging, culturally responsive, and leverages evidence-based pedagogical practices aligned with the MSCS TEM Rubric.
 - **Universal Design for Learning (UDL):** Teachers proactively design lessons using UDL principles, providing multiple means of engagement, representation, and action/expression. This ensures that instruction is accessible to all learners from the outset, reducing initial barriers for diverse student populations, including SWDs and ELs.
 - **Positive School Climate:** Our school-wide Positive Behavioral Interventions and Supports (PBIS) framework creates a safe, predictable, and supportive learning environment that fosters student engagement and reduces behavioral barriers to learning for all children.
- **Tier 2: Targeted Interventions and Supplemental Support:**
 - **Data-Driven Small Groups:** For students identified through data as being at risk, teachers consistently implement flexible, data-driven small groups. These groups provide targeted reteaching, pre-teaching, or

specific skill instruction based on identified learning gaps in core academic areas (e.g., reading fluency, foundational math skills).

- **Academic Tutoring:** Students receive supplemental academic support through both in-school and after-school tutoring programs, managed by the PLC Coach. These sessions provide additional practice, re-teaching of challenging concepts, and homework assistance.
- **Targeted Social-Emotional Learning (SEL) Groups:** For students exhibiting social-emotional or behavioral challenges that impact their learning, counselors or interventionists facilitate small groups focused on specific SEL skills (e.g., self-regulation, conflict resolution, peer relationships).
- **Progress Monitoring:** Students receiving Tier 2 interventions are closely monitored through frequent, targeted assessments to evaluate their response to the intervention and determine if adjustments are needed.
- **Tier 3: Intensive Individualized Support:**
 - **Highly Individualized Interventions:** For students who do not respond adequately to Tier 2 supports, more intensive, individualized interventions are provided. This may involve increased frequency or duration of support, more specialized instructional methods, or different interventions.
 - **Specialized Services:** Students identified as having a disability receive specialized instruction and related services as outlined in their Individualized Education Programs (IEPs) or 504 plans, ensuring they have the necessary support to access the general education curriculum and meet academic standards. This includes collaborative co-teaching models and direct specialized instruction.
 - **Behavior Intervention Plans (BIPs):** For SWDs with significant behavioral challenges, Behavior Intervention Plans are developed based on Functional Behavioral Assessments (FBAs) to provide structured support.
 - **Collaboration with Families and External Agencies:** For students with persistent and significant needs, the school collaborates closely with families and may seek support from external agencies or specialists.

Key Strategies for Addressing Diverse Needs Within the MTSS Framework

Beyond the tiered model, specific strategies are continuously implemented to ensure **all children** thrive:

- **Differentiated Instruction:** All teachers consistently adapt content, process, and product to meet the varied learning needs, readiness levels, and interests of their students within the general education classroom.
- **Technology Integration for Personalized Learning:** Our 1:1 device program and integration of educational technology allow for personalized learning paths, access to adaptive software programs that target specific skill deficits, and engaging tools that can scaffold learning for diverse learners.
- **Culturally Responsive & Trauma-Informed Practices:** Educators are trained to implement culturally responsive teaching and trauma-informed practices that acknowledge and value students' diverse backgrounds, experiences, and potential impacts of trauma, creating a welcoming and safe environment conducive to learning.
- **Academic Language Development:** For all students, particularly English Learners, explicit instruction in academic vocabulary and language structures is integrated across content areas to build the linguistic foundation necessary for comprehending challenging state standards.
- **Professional Development:** Our ongoing professional development program equips all teachers and leaders with the skills to effectively implement MTSS, differentiate instruction, utilize data for decision-making, apply UDL principles, and provide specialized support for SWDs and ELs. This ensures educators are prepared to meet the unique needs of every child in the classroom.

By continually refining our MTSS framework, leveraging data effectively, and investing in our educators' capacity, Caldwell-Guthrie STEAM Academy is committed to ensuring that all children, particularly those at risk, receive the precise support needed to meet and exceed challenging state academic standards.

Connected Action Steps:

- [Attendance Rates](#)

Assurances

School Plan Assurances

S-021

✓ Ready

The school hereby assures the Tennessee Department of Education (department) that the school will:

1. Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119
2. Work in consultation with the LEA as the school develops and implements the plan
3. Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school
4. Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools
5. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers
6. Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments
7. Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand
8. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development

If applicable: The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:

1. Help provide an accelerated, high-quality curriculum
2. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
3. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.

Accepted by lipseysd@scsk12.org on Aug. 29, 2025.

Connected Action Steps:

- [Weekly ELA PLC Meetings](#)
- [Bi-Weekly Instructional Leadership Team \(ILT\) Meetings](#)
- [Weekly Fidelity Checks for RTI² Curriculum](#)

✓ Supporting Documents

CSI Letter

[Signed-CSI Letter.pdf](#)

Uploaded by webbk1@scsk12.org, Aug 28

Type: Other

5 Whys-Attendance and Discipline

[5 Whys Protocol-Attendance and LTL60oy.docx](#)

Uploaded by webbk1@scsk12.org, Aug 26

Type: Root Cause Analysis

Caldwell-Guthrie Title I Budget

[Caldwell-Guthrie Title I Budget.pdf](#)

Uploaded by lipseysd@scsk12.org, Aug 11

Type: Budget

5 Whys-ELA

[5 Whys Protocol-ELA.docx](#)

Uploaded by webbk1@scsk12.org, Aug 01

Type: Root Cause Analysis

5 Whys-Math

[5 Whys Protocol-Math.docx](#)

Uploaded by webbk1@scsk12.org, Aug 01

Type: Root Cause Analysis

✓ Goals

G1 Caldwell Guthrie will increase the ELA rate of met plus exceeded by 10% by Spring SY26.

✓ Ready

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.

Distict Turnaround Plan Goal

G3 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.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S1.1 Support implementation of high-quality instructional materials

Rationale

The selection of "supporting the implementation of high-quality instructional materials" as a new, prioritized strategy for Caldwell-Guthrie Academy is driven by compelling evidence of its direct and profound impact on both instructional quality and student academic achievement.

- 1. Direct Impact on Instructional Quality and Coherence:** High-quality instructional materials are meticulously designed to be coherent, vertically aligned across grade levels, and rigorously aligned to state academic standards (Tennessee Academic Standards in our context). By providing teachers with these materials, we ensure a consistent and robust curriculum delivery. This significantly reduces the individual burden on teachers to create lessons from scratch, allowing them to focus their energy on tailoring instruction, differentiating for student needs, and fostering deeper learning conversations. It provides a strong, research-backed framework for daily teaching practices.
- 2. Increased Student Academic Achievement:** Research consistently demonstrates a positive correlation between student exposure to high-quality instructional materials and improved academic outcomes. These materials often embed evidence-based pedagogical strategies, rich texts, challenging problems, and effective assessment opportunities. When students consistently engage with such materials, they are more likely to develop a deeper understanding of concepts, enhance critical thinking skills, and ultimately perform better on assessments, including state accountability measures like TNReady.
- 3. Equity of Access to Rigorous Content:** Implementing high-quality instructional materials is a powerful equity lever. It ensures that all students, regardless of their classroom assignment or the experience level of their teacher, have access to the same rigorous, coherent, and standards-aligned content. This is crucial for addressing disparities in learning opportunities and ensuring that our low-income students and minority students are exposed to the same challenging curriculum as their peers, setting them up for success.
- 4. Foundation for Professional Development and Collaborative Practice:** While this is a new strategy, its implementation will serve as a foundational element for much of our existing and planned professional development. High-quality materials often come with embedded professional learning opportunities and a clear instructional vision. This provides a common language and framework for our PLCs and collaborative planning sessions, enabling teachers to analyze student work against common standards and collectively refine their use of the materials to maximize student learning. It allows our PLC Coach to provide targeted support and coaching on effective material utilization.

By investing in and strategically supporting the implementation of high-quality instructional materials, Caldwell-Guthrie Academy is making a deliberate shift towards a more consistent, equitable, and effective instructional program, directly impacting student academic growth and their ability to meet challenging state academic standards.

Supporting Data

The percentage of students scoring On Track and Mastered in ELA increased from 19% in SY24 to 22% by spring, showing measurable growth.

Benchmark Indicator

Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency.?

Quarterly School-wide Formative Assessments

Weekly Informal Observation Tool and rubric

Quarterly Formal Observation Tool

Quarterly Data Dig Minutes

Weekly lesson plans

Quarterly student work samples

Daily exit tickets

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.

Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.

Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.

Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.

Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.

Quarterly review of student work samples will show students' mastery of standards at 80% or higher.

Daily exit tickets will reflect at least 90% of students scoring 80% or higher.

E1.1.1 Standards Aligned Core Instruction

✓ Ready

What We Know and Where We Need to Go High Quality Curriculum and System Improvement

Tier 1 – Strong Evidence

Attachments

<https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>

A1.1.1 Weekly ELA PLC Meetings

✓ Ready

Description

Establish a weekly, dedicated PLC meeting for all ELA teachers to collaboratively analyze and plan lessons using the high-quality instructional materials. The PLC Coach will facilitate these meetings, focusing on analyzing student work and refining pedagogical practices.

Implementation

Weekly collaborative planning agenda and minutes.

Weekly lesson plan checks.

Weekly informal observation data.

Effectiveness

Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices.

Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum.

Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.

Person Responsible	Estimated Completion	Funding Sources	
Keisha Webb, PLC Coach	May 22, 2026	Source	Amount
		SSIG 2.0	

S1.2 Professional Development

✓ Ready

Rationale

Providing a Common, Coherent Curriculum as a PD Tool: High-quality instructional materials offer a clear, standards-aligned curriculum with embedded instructional strategies, assessment guidance, and suggested differentiation. This shared curriculum serves as a common "text" for professional learning. Instead of abstract discussions about pedagogy, teachers in PLCs can engage in concrete conversations about specific lessons, student thinking related to those lessons, and adjustments needed directly within the context of the adopted materials. This consistency fosters a shared instructional vision and accelerates collective learning.

Facilitating Job-Embedded Professional Development: The very act of implementing well-designed instructional materials becomes a powerful form of job-embedded professional development. Teachers are exposed to and practice evidence-based instructional sequences, rigorous tasks, and effective questioning techniques that are often built into the materials. They learn by doing, reflecting on the material's design, and observing student responses, leading to immediate application and refinement of skills within their own classrooms.

Focusing Collaborative Learning and Coaching: With high-quality materials as a common foundation, collaborative planning sessions and PLC meetings become more focused and productive. Teachers can analyze common student work directly from the materials, identify shared misconceptions, and co-plan lessons that leverage the materials effectively. This provides a clear framework for the PLC Coach to offer highly targeted instructional coaching and support, addressing specific pedagogical challenges related to the curriculum rather than general teaching skills in isolation.

Increasing Capacity for Differentiated Instruction and Equity: Many high-quality materials come with built-in guidance for differentiation and supporting diverse learners, including students with disabilities and English learners. As teachers learn to effectively use these embedded tools, their capacity to meet individual student needs grows. The consistent use of these materials also helps to ensure that all teachers, regardless of their prior experience or training, are equipped with a baseline of effective practices, promoting equity in instructional quality across the school.

Freeing Up Time for Deeper Pedagogical Reflection: By providing ready-to-use, standards-aligned content, high-quality materials reduce the immense burden on teachers to create lessons from scratch. This liberated time can then be strategically redirected towards professional learning—allowing teachers to engage more deeply in analyzing student data, mastering complex pedagogical moves, collaborating with colleagues, and truly refining their craft, thereby enhancing the quality and impact of their professional development experiences.

Supporting Data

The percentage of students scoring On Track and Mastered in ELA increased from 19% in SY24 to 22% by spring, showing measurable growth.

Benchmark Indicator

Implementation

Admin Meetings weekly with agenda, sign in sheet, and minutes

Weekly collaborative planning agenda and minutes

Monthly professional development agenda and minutes

Weekly PLC meeting agenda and minutes

Bi-weekly Instructional Leadership Team (ILT) agenda and minutes

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

Weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.

Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.

Weekly PLCs will result in 100% of teachers receiving support to increase overall student achievement by 10%.

Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.

E1.2.1 Professional Development

✓ Ready

Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds

Tier 1 – Strong Evidence

Attachments

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

<https://www.sciencedirect.com/science/article/pii/S0742051X17304225>

A1.2.1 Bi-Weekly Instructional Leadership Team (ILT) Meetings

✓ Ready

Description

Conduct bi-weekly Instructional Leadership Team (ILT) meetings to review classroom observation data and align instructional strategies with the new high-quality materials. The ILT will analyze teacher implementation of the instructional framework and identify school-wide trends to inform professional development priorities.

Implementation

Bi-weekly ILT meeting agenda and minutes.

Weekly classroom observations.

Effectiveness

Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, with LOE scores of level 3 or higher.

Person Responsible	Estimated Completion	Funding Sources				
Keisha Webb, PLC Coach; Yvette Williams Renfroe, Principal; Tamora Jackson, Asst. Principal-Leadership Team	May 22, 2026	<table border="1"><thead><tr><th>Source</th><th>Amount</th></tr></thead><tbody><tr><td>SSIG</td><td>2.0</td></tr></tbody></table>	Source	Amount	SSIG	2.0
Source	Amount					
SSIG	2.0					

A.1.2.2 Kid's First-Teacher Coaching

✓ Ready

Description

Kid's first will provide coaching and support in the following areas:

- Evidence-Based Instructional Practices
- Data-Driven Decision-Making and Personalized Learning
- Maximizing the Use of High Quality Instructional Materials (HQIMs)
- Curriculum Pacing and Alignment
- Effective Lesson Planning and Delivery
- High Yield Instructional Strategies and Assessment Preparation

Implementation

Quarterly Common Formative Assessments

Weekly Lesson Plans

Effectiveness

Quarterly formative assessments will reflect that 75% of students scoring 85% or better.

Kid's First- 63.5 day for 25 teachers @ \$1,475.00 per day, per consultant for teacher coaching= \$93,662.50

Person Responsible	Estimated Completion	Funding Sources
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S1.3 Targeted Intervention and Personalized Learning

✓ Ready

Rationale

Enabling Precise Targeting and Diagnosis: High-quality instructional materials often include embedded diagnostic assessments and formative checks that allow teachers to pinpoint specific student learning gaps and strengths more accurately. This detailed data is indispensable for truly "targeted" intervention, ensuring that resources and instruction are precisely matched to individual student needs within our MTSS/RTI framework. Without coherent, diagnostic-rich materials, identifying precise intervention points can be challenging.

Providing Differentiated Pathways and Resources: Many high-quality instructional materials are designed with differentiation in mind, offering a range of resources, activities, and pathways to meet diverse student needs. This includes scaffolded support for struggling learners, alternative representations of concepts for English Learners, and enrichment opportunities for advanced students. This inherent flexibility within the materials directly supports personalized learning by allowing teachers to customize content, process, and product efficiently, without having to create all differentiated materials from scratch.

Ensuring Coherence Between Core Instruction and Intervention: A significant challenge in intervention is ensuring alignment between what students learn in their core classroom and the support they receive in interventions. High-quality materials ensure this coherence, providing a consistent instructional approach and vocabulary that spans from Tier 1 (universal instruction) to Tier 2 and Tier 3 (targeted interventions). This seamless connection prevents student confusion and accelerates learning by reinforcing concepts consistently across all instructional settings.

Increasing Teacher Efficiency and Effectiveness in Intervention Delivery: By providing pre-vetted, research-based resources for intervention, teachers can dedicate less time to searching for or developing materials and more time to direct instruction, diagnostic assessment, and progress monitoring. This efficiency allows for more frequent and intensive targeted support. The materials themselves often guide teachers on effective intervention strategies, enhancing their capacity to deliver high-quality, personalized instruction.

Promoting Equity in Access to Effective Support: Implementing high-quality instructional materials for intervention and personalized learning ensures that all students who require additional support receive it through consistent, evidence-based resources. This is crucial for our economically disadvantaged students, students with disabilities, and English learners, who often disproportionately require intervention. By providing uniform access to high-quality support materials, we directly address equity gaps in intervention access and quality.

Supporting Data

The percentage of students scoring On Track and Mastered in ELA increased from 19% in SY24 to 22% by spring, showing measurable growth.

Benchmark Indicator

Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency?

Monthly progress monitoring data

Monthly data meeting agenda and minutes

Quarterly benchmark assessment data

Weekly fidelity checks

Weekly iReady reports

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

Monthly progress monitoring data will reflect students increasing by at least 2-3 data points .

Monthly data team meetings will reflect at least 10% of students being able to 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.

Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.

Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.

E1.3.1 Targeted Intervention and Personalized Learning

✓ Ready

Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools

Tier 1 – Strong Evidence

Attachments

<https://ies.ed.gov/rel-midwest/2025/01/stated-briefly-12>

A1.3.1 Monthly Data Team Meetings

✓ Ready

Description

Facilitate monthly data team meetings with teachers and interventionists (including R. Smith and Clinton) to review progress monitoring and benchmark assessment data. During these meetings, the team will collaboratively analyze student performance, celebrate student exits from intervention, and make data-driven decisions to adjust instructional strategies within the RTI² framework. *step.*

Implementation

Monthly data meeting agenda and minutes.

Monthly progress monitoring data.

Quarterly benchmark assessment data.

Weekly fidelity checks.

Weekly iReady reports.

Effectiveness

Monthly data team meetings will reflect at least 10% of students being able to exit RTI² supports and interventions.

Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.

Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.

Person Responsible	Estimated Completion	Funding Sources
Tamiko Clinton, Interventionist	May 22, 2026	

S1.4 Focus on Foundational Literacy (Early Literacy)

✓ Ready

Rationale

Ensuring Systematic and Explicit Foundational Skills Instruction: High-quality early literacy materials are typically built upon a structured literacy approach. They provide explicit, systematic instruction in crucial foundational skills such as phonological awareness, phonics, fluency, vocabulary, and comprehension. This ensures that all K-2 students receive consistent, research-aligned teaching of the core components of reading and writing, which is paramount for preventing reading difficulties and fostering early success.

Providing Developmentally Appropriate and Engaging Content: These materials are designed with the cognitive and developmental needs of young children in mind. They feature engaging texts, multimodal learning opportunities, and interactive activities that capture the attention of early learners while systematically building their literacy skills. This ensures that the learning experience is both effective and enjoyable, cultivating a positive relationship with reading from the earliest grades.

Fostering Coherence and Consistency Across Classrooms: Implementing a common set of high-quality early literacy materials provides a coherent instructional pathway across all kindergarten, first, and second-grade classrooms. This consistency ensures that students receive a uniform and progressive sequence of skills instruction, regardless of their specific classroom. It also creates a shared language and understanding among teachers, promoting more effective collaboration and alignment in early literacy instruction.

Empowering Teachers with Research-Backed Tools and Support: For our early grades teachers (Crutchfield, Baker, Lewis, McDonald, T. Smith), high-quality literacy materials offer comprehensive teacher guides, embedded professional learning supports, diagnostic tools, and often, differentiated resources for struggling learners or those needing enrichment. As a new strategy, this equips them with ready-to-use, evidence-based tools, allowing them to focus their time and energy on masterful delivery of instruction, targeted intervention, and responsive teaching rather than on curriculum design. This is particularly vital for strengthening the capacity of newer or less experienced early literacy teachers.

Promoting Equity in Foundational Literacy Development: Access to high-quality early literacy instruction is a fundamental equity issue. By adopting and supporting the implementation of superior materials, we ensure that all our young learners, especially those from economically disadvantaged backgrounds, English learners, and students with disabilities, receive the foundational skills instruction necessary to become proficient readers. This proactive measure significantly reduces the likelihood of future achievement gaps in literacy.

Supporting Data

This is a new strategy for the school

Benchmark Indicator

Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency.?

Weekly Fidelity Checks

Weekly iReady Reports

Monthly Progress Monitoring Data

Monthly Data Meeting Agenda and Minutes

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

Monthly progress monitoring data will reflect students increasing by at least 2-3 data points

Monthly data team meetings will reflect at least 10% of students being able to 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

Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI² curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring

Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas

E1.4.1 Professional Learning

✓ Ready

Professional Learning Transitions and Alignment FROM PRESCHOOL TO KINDERGARTEN

Tier 1 – Strong Evidence

Attachments

<https://www.ecs.org/wp-content/uploads/Transitions-and-Alignment-From-Preschool-to-Kindergarten.pdf>

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

A1.4.1 Weekly Fidelity Checks for K-2 Foundational Skills

✓ Ready

Description

Conduct weekly fidelity checks in all K-2 classrooms to ensure 100% of teachers are implementing the new RTI² curriculum with fidelity. The PLC Coach will use a checklist to observe instructional delivery and provide immediate feedback, ensuring alignment with the program's systematic and explicit approach to foundational skills instruction

Implementation

Weekly fidelity checks.

Weekly iReady reports.

Monthly data meeting agenda and minutes.

Effectiveness

Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI² curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.

Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.

Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.

Person Responsible	Estimated Completion	Funding Sources
Keisha Webb, PLC Coach; Yvette Williams Renfro, Principal; Tamora Jackson, Asst Principal; Leadership Team; Tamiko Clinton, Interventionist	May 22, 2026	

A.1.4.2 Professional Learning

✓ Ready

Description

Provide ongoing professional learning for teachers in evidence-based early literacy practices, including phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies, to ensure consistent implementation of high-quality instruction in grades K-2.

Implementation

Monthly PD agendas and sign-in sheets

Bi-weekly PLC meeting agendas and sign-in sheets

Effectiveness

Teacher participation logs and post-session surveys show 90% attendance and at least 80% of teachers reporting increased confidence in implementing strategies.

After the first benchmark assessment, at least 5% more students reach grade-level reading benchmarks compared to the start of the year. End-of-year target: 10% increase in students meeting benchmarks.

Person Responsible	Estimated Completion	Funding Sources
Keisha Webb, PLC Coach; Yvette Williams Renfro, Principal; Tamora Jackson, Asst Principal; Leadership Team; Tamiko Clinton, Interventionist	May 22, 2026	

G.2 Caldwell-Guthrie will increase the Math rate of met plus exceeded by 10% on TCAP assessment in Spring SY26

✓ Ready

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.

Distict Turnaround Plan Goal

G2 Build teacher capacity and content knowledge so that instruction reflects expectations on the TEM rubric with a 30% increase of CSI teachers scoring a 3 or higher on all domains from Spring 2025 to Spring 2026.

Sections

- Academic Achievement & Growth
- College & Career Readiness
- Educators

S2.1 Standard Aligned Core Instruction

✓ Ready

Rationale

Ensuring Coherence and Rigor in Math Instruction: High-quality math instructional materials are meticulously designed to be coherent, building mathematical understanding logically across grade levels and within units. They provide a clear progression of concepts, ensuring students develop a deep understanding of mathematical ideas rather than just memorizing procedures. This strong curricular backbone ensures that all students are exposed to rigorous content aligned directly with Tennessee Academic Standards for Mathematics.

Fostering Conceptual Understanding and Problem-Solving Skills: Unlike fragmented resources, high-quality math materials prioritize conceptual understanding over rote memorization. They often embed rich, real-world problems and tasks that require students to apply mathematical reasoning, think critically, and engage in genuine problem-solving. This approach is essential for developing true mathematical proficiency and preparing students for higher-level math courses and application in various fields.

Providing Equitable Access to High-Quality Math Content: Implementing a consistent set of high-quality math materials is a powerful equity lever. It ensures that all students, regardless of their classroom assignment or their teacher's individual curriculum development capacity, have access to the same rigorous, coherent, and standards-aligned mathematical content. This is especially vital for addressing historical disparities in math achievement among our low-income and minority students, providing them with the strong foundation necessary for advanced mathematics.

Targeted Support for Teacher Practice in Math: For teachers, high-quality math materials provide well-sequenced lessons, embedded pedagogical guidance, assessment tools, and often, differentiation strategies for diverse learners (including those at risk of not meeting standards, students with disabilities, and English learners). As a new strategy, this will significantly reduce the burden of curriculum creation, allowing teachers to focus their professional development and collaborative planning time on *how* to effectively teach the math content, deepen their own mathematical understanding, and adapt instruction to meet specific student needs identified through data analysis. It provides a common language for discussing math instruction within PLCs.

Alignment with Research-Based Best Practices in Math Education: Choosing materials proven to be effective aligns our school's practices with national research and recommendations for exemplary math instruction. This move positions Caldwell-Guthrie Academy to provide the consistent, high-impact math education necessary for all students to meet challenging state academic standards and cultivate the quantitative literacy essential for future success.

Supporting Data

The percentage of students scoring On Track and Mastered in Math improved from 12% in SY24 to 16% by spring, reflecting progress in numeracy.

Benchmark Indicator

Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency.?

Quarterly School-wide Formative Assessments

Quarterly Data Dig Minutes

Weekly lesson plans

Quarterly student work samples

Daily exit tickets

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.

Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.

Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.

Quarterly review of student work samples will show students' mastery of standards at 80% or higher.

Daily exit tickets will reflect at least 90% of students scoring 80% or higher.

E 2.1.1 Standards Aligned Core Instruction

✓ Ready

What We Know and Where We Need to Go High Quality Curriculum and System Improvement

Tier 1 – Strong Evidence

Attachments

<https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>

A 2.1.1 Daily Exit Tickets for Math

✓ Ready

Description

Teachers will implement daily exit tickets aligned with the new high-quality math curriculum to assess student mastery of the daily learning objective. The data from these tickets will be used to identify students who need immediate re-teaching or targeted support and to inform instructional adjustments for the following day.

Implementation

Daily exit tickets.

Weekly lesson plans.

Quarterly School-wide Formative Assessments.

Effectiveness

Daily exit tickets will reflect at least 90% of students scoring 80% or higher.

Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum.

Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.

Person Responsible	Estimated Completion	Funding Sources				
Keisha Webb, PLC Coach; Yvette Williams Renfroe, Principal; Tamora Jackson, Asst. Principal-Leadership Team	May 22, 2026	<table border="1"><thead><tr><th>Source</th><th>Amount</th></tr></thead><tbody><tr><td>SSIG</td><td>2.0</td></tr></tbody></table>	Source	Amount	SSIG	2.0
Source	Amount					
SSIG	2.0					

S2.2 Professional Development

✓ Ready

Rationale

Providing a Common, Rigorous Foundation for Math Professional Learning: High-quality math instructional materials offer a meticulously crafted, standards-aligned curriculum with embedded instructional strategies, conceptual development sequences, and assessment guidance specifically for mathematics. This shared **math curriculum** serves as a powerful "text" for professional learning. Instead of abstract discussions about math pedagogy, teachers in PLCs can engage in concrete conversations about specific math lessons, analyze student thinking related to those math problems, and collectively refine their instruction directly within the context of the adopted math materials. This consistency fosters a shared instructional vision and accelerates collective learning among our math teachers.

Facilitating Job-Embedded Professional Development in Math Pedagogy: The very act of implementing well-designed math instructional materials becomes a powerful form of job-embedded professional development for our math teachers. These materials are often infused with research-based pedagogical approaches specific to math (e.g., using visual models, fostering productive struggle, facilitating mathematical discourse). As teachers implement these materials, they are directly exposed to and practice these effective teaching techniques in their classrooms, learning by doing, reflecting on the material's design, and observing student responses to the math content.

Focusing Collaborative Learning and Targeted Coaching in Mathematics: With high-quality math materials as a common foundation, collaborative planning sessions and PLC meetings for our math teachers (e.g., 5th grade math with D. Smith, 3rd grade math, 4th grade math with Spraggins, 6-8th grade math) become significantly more focused and productive. Teachers can analyze common **math student work** directly from the materials, identify shared **math misconceptions**, and co-plan lessons that leverage the materials effectively to address specific mathematical learning

objectives. This provides a clear framework for the PLC Coach to offer highly targeted instructional coaching and support, addressing specific math pedagogical challenges related to the curriculum rather than general teaching skills in isolation.

Enhancing Equity in Math Instructional Quality and Teacher Capacity: High-quality math materials ensure that all math teachers, regardless of their individual experience level or prior training, are equipped with a consistent, evidence-based roadmap for delivering rigorous math instruction. This levels up the baseline of math teaching quality across the school. Furthermore, these materials often include built-in differentiation strategies and supports for diverse math learners (including those at risk, students with disabilities, and English learners), directly enhancing teachers' capacity to meet varied mathematical learning needs.

Freeing Up Time for Deeper Mathematical Pedagogical Reflection: By providing ready-to-use, standards-aligned math content, high-quality materials reduce the immense burden on math teachers to create lessons from scratch. This liberated time can then be strategically redirected towards professional learning—allowing math teachers to engage more deeply in analyzing math student data, mastering complex mathematical pedagogical moves, collaborating with colleagues on teaching challenging math concepts, and truly refining their craft, thereby enhancing the quality and impact of their professional development experiences in mathematics.

Supporting Data

The percentage of students scoring On Track and Mastered in Math improved from 12% in SY24 to 16% by spring, reflecting progress in numeracy.

Benchmark Indicator

Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency.?

Weekly collaborative planning agenda and minutes

Monthly professional development agenda and minutes

Weekly PLC meeting agenda and minutes

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

Weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.

Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.

Weekly PLCs will result in 100% of teachers receiving support to increase overall student achievement by 10%.

E.2.2.1 Professional Development

✓ Ready

Effective Teacher Professional Development and Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds

Tier 1 – Strong Evidence

Attachments

https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_BRIEF.pdf

<https://www.sciencedirect.com/science/article/pii/S0742051X17304225>

A 2.2.1 Monthly Professional Development for Math

✓ Ready

Description

Conduct monthly professional development sessions for all math teachers that are directly aligned with the new high-quality math curriculum. These sessions will be used to deepen teachers' understanding of the curriculum's pedagogical approaches, build their content knowledge, and model effective instructional strategies.

Implementation

Monthly professional development agenda and minutes.

Weekly collaborative planning agenda and minutes.

Weekly PLC meeting agenda and minutes.

Effectiveness

Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.

Weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.

Weekly PLCs will result in 100% of teachers receiving support to increase overall student achievement by 10%.

Person Responsible	Estimated Completion	Funding Sources
Keisha Webb, PLC Coach	May 22, 2026	

A 2.2.2 Kid's First-Teacher Coaching

✓ Ready

Description

Kid's first will provide coaching and support in the following areas:

- Evidence-Based Instructional Practices
- Data-Driven Decision-Making and Personalized Learning
- Maximizing the Use of High Quality Instructional Materials (HQIMs)
- Curriculum Pacing and Alignment
- Effective Lesson Planning and Delivery
- High Yield Instructional Strategies and Assessment Preparation

Implementation

Quarterly Common Formative Assessments

Effectiveness

Quarterly formative assessments will reflect that 75% of students scoring 85% or better.

Kid's First- 63.5 day for 25 teachers @ \$1,475.00 per day, per consultant for teacher coaching= \$93,662.50

Person Responsible	Estimated Completion	Funding Sources	
Keisha Webb, PLC Coach	May 22, 2026	Source	Amount
		TAG 5.0	

S2.3 Targeted Interventions and Personalized Learning

✓ Ready

Rationale

Enabling Precise Targeting and Diagnosis: High-quality instructional materials often include embedded diagnostic assessments and formative checks that allow teachers to pinpoint specific student learning gaps and strengths more accurately. This detailed data is indispensable for truly "targeted" intervention, ensuring that resources and instruction are precisely matched to individual student needs within our MTSS/RTI framework. Without coherent, diagnostic-rich materials, identifying precise intervention points can be challenging.

Providing Differentiated Pathways and Resources: Many high-quality instructional materials are designed with differentiation in mind, offering a range of resources, activities, and pathways to meet diverse student needs. This includes scaffolded support for struggling learners, alternative representations of concepts for English Learners, and enrichment opportunities for advanced students. This inherent flexibility within the materials directly supports personalized learning by allowing teachers to customize content, process, and product efficiently, without having to create all differentiated materials from scratch.

Ensuring Coherence Between Core Instruction and Intervention: A significant challenge in intervention is ensuring alignment between what students learn in their core classroom and the support they receive in interventions. High-quality materials ensure this coherence, providing a consistent instructional approach and vocabulary that spans from Tier 1 (universal instruction) to Tier 2 and Tier 3 (targeted interventions). This seamless connection prevents student confusion and accelerates learning by reinforcing concepts consistently across all instructional settings.

Increasing Teacher Efficiency and Effectiveness in Intervention Delivery: By providing pre-vetted, research-based resources for intervention, teachers can dedicate less time to searching for or developing materials and more time to direct instruction, diagnostic assessment, and progress monitoring. This efficiency allows for more frequent and intensive targeted support. The materials themselves often guide teachers on effective intervention strategies, enhancing their capacity to deliver high-quality, personalized instruction.

Promoting Equity in Access to Effective Support: Implementing high-quality instructional materials for intervention and personalized learning ensures that all students who require additional support receive it through consistent, evidence-based resources. This is crucial for our economically disadvantaged students, students with disabilities, and English learners, who often disproportionately require intervention. By providing uniform access to high-quality support materials, we directly address equity gaps in intervention access and quality.

Supporting Data

The percentage of students scoring On Track and Mastered in Math improved from 12% in SY24 to 16% by spring, reflecting progress in numeracy.

Benchmark Indicator

Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency.?

Monthly progress monitoring data

Monthly data meeting agenda and minutes

Quarterly benchmark assessment data

Weekly fidelity checks

Weekly iReady reports

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.

Monthly data team meetings will reflect at least 10% of students being able to 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.

Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.

Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.

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.

E 2.3.1 Targeted Intervention and Personalized Learning

✓ Ready

Measuring the Implementation Fidelity of the Response to Intervention Framework in Milwaukee Public Schools

Tier 1 – Strong Evidence

Attachments

<https://ies.ed.gov/rel-midwest/2025/01/stated-briefly-12>

A 2.3.1 Weekly Fidelity Checks for RTI² Curriculum

✓ Ready

Description

Conduct weekly fidelity checks for all teachers using the new RTI² curriculum. The PLC Coach will use a checklist to observe instructional delivery and ensure teachers are using the provided materials and strategies as intended. This will ensure coherence between core instruction and intervention, and that resources are being used effectively to support student growth.

Implementation

Weekly fidelity checks.

Monthly progress monitoring data.

Weekly iReady reports.

Monthly data meeting agenda and minutes

Effectiveness

Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI² curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.

Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.

Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.

Monthly data team meetings will reflect at least 10% of students being able to exit RTI² supports and interventions.

Person Responsible	Estimated Completion	Funding Sources
Tamiko Clinton, Interventionist	May 22, 2026	

G3 Caldwell-Guthrie will reduce the percentage of chronically absent students by 10-15% in Spring SY26

✓ Ready

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.

Distict Turnaround Plan Goal

G4 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.

Sections

- Climate and Access

S3.1 Attendance and Behavior interventions and Supports

✓ Ready

Rationale

Implement targeted interventions, initiatives and support programs that address chronic absenteeism and behavioral needs for all students. An In-School Suspension assistant will be employed to monitor behavior and suspension reports, meet with students who at risk for suspension based on progressive discipline protocol.

Supporting Data

Student engagement indicators demonstrated positive movement, with average daily attendance increasing from 86% to 88% and discipline referrals declining from 28% to 24%. While these gains point to improvement in school culture, continued efforts are needed to ensure consistent attendance and a safe, supportive learning environment for all students.

Benchmark Indicator

Implementation

How will the turnaround strategy/intervention be monitored for implementation, including frequency.?

- o 20-day attendance reports
- o 20-day behavior reports
- o 20-day suspension report

Effectiveness

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?

- o 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.
- o 20-day behavior reports will reflect a 5% decrease in the number of student infractions.
- o 20-day suspension reports will reflect a 5% decrease in the student suspension rate.

E 3.1.1 Attendance and Behavior Interventions and Supports

✓ Ready

Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap Eliminating Chronic Absenteeism

Tier 1 – Strong Evidence

Attachments

https://learningpolicyinstitute.org/sites/default/files/product-files/ESSA_Equity_Promise_Absenteeism_BRIEF.pdf

A 3.1.1 Attendance Rates

✓ Ready

Description

To address chronic absenteeism and rising suspension rates, Caldwell-Guthrie STEAM Academy will strengthen Tier 1 attendance and behavior supports. This includes establishing a schoolwide attendance campaign, proactive family outreach for at-risk students, and consistent implementation of PBIS with aggressive monitoring of behavior in classrooms. Restorative practices and individualized supports for students with disabilities will be embedded to reduce disproportionality in suspensions.

Implementation

- Daily attendance tracking with weekly review by the attendance team.
- Documentation of family outreach (phone calls, home visits, conferences).
- PBIS implementation fidelity checks (use of behavior expectations matrix, positive referrals, teacher reinforcement).
- Number of restorative conferences held in place of suspensions.
- Discipline referral logs disaggregated by grade level and subgroup (including SWD)..

Effectiveness

- **Attendance Rate:** Increase overall student attendance from 85.4% to 92% by Spring 2025.
- **Chronic Absenteeism:** Decrease projected chronic absenteeism from 59% to below 40% by end of year.
- **Perfect Attendance:** Raise perfect attendance from 0.3% to at least 5% by Spring 2025.
- **Suspension Rate:** Reduce overall suspension rate from 2.5% to below 1.5%, with a specific focus on reducing SWD suspensions.
- **Instructional Time Gained:** Track decreases in instructional time lost due to absences and suspensions and monitor correlation to improved ELA/Math benchmark performance.

Person Responsible	Estimated Completion	Funding Sources
Cornelia Booker, Attendance Liason	May 22, 2026	

§ 3.2 Parent, Family, and Community Engagement

✓ Ready

Rationale

Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.

Supporting Data

Student engagement indicators demonstrated positive movement, with average daily attendance increasing from 86% to 88% and discipline referrals declining from 28% to 24%. While these gains point to improvement in school culture, continued efforts are needed to ensure consistent attendance and a safe, supportive learning environment for all students.

Benchmark Indicator

Implementation

- o Quarterly parent surveys
- o Quarterly parent meeting agenda and minutes
- o Semesterly parent-teacher conference sign-in sheets/minutes

Effectiveness

- o Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.
- o Quarterly parent meetings will result in an increase in participation by at least 10%.
- o Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.

E 3.2.1 Parent, Family, and Community Engagement

✓ Ready

Meaningful Local Engagement Under ESSA

Tier 1 – Strong Evidence**Attachments**

https://dignityinschools.org/wp-content/uploads/2017/10/LEA-and-SL-Handbook_8.10.17.pdf

A 3.2.1 Parent and Family Engagement

✓ Ready

Description

The school will implement a structured parent and family engagement plan that includes quarterly family meetings, parent-teacher conferences, and surveys to collect feedback. Parent input will be used to design additional engagement opportunities, while communication will focus on the connection between family involvement, student attendance, and behavior. Partnerships with community organizations will also be strengthened to provide wraparound supports.

Implementation

- Quarterly parent surveys to gather feedback and input.
- Agendas and minutes from quarterly parent meetings to document communication and planning.
- Sign-in sheets and minutes from semesterly parent-teacher conferences to verify engagement levels.

Effectiveness

- Parent surveys will result in at least one additional family engagement event per semester based on feedback.
- Quarterly parent meetings will result in a 10% increase in family participation each quarter.
- Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences as a measure of improved family-school partnership.

Person Responsible	Estimated Completion	Funding Sources
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Keisha Webb, PLC Coach

Estimated Completion

May 22, 2026

Funding Sources

Completed Reviews

SEA Approved

[Oct 15](#)

[See Older Reviews](#)