Lucie E. Campbell Elementary Annual Plan (2025 - 2026)

Last Modified at Aug 29, 2025 12:25 AM CDT

[G 1] Reading/Language Arts: Lucie E. Campbell ES will increase meeting or exceeding expectations proficiency rates for all students from 12.7% in the 2023-2024 SY to 18% in the 2025-2026 SY.
Effective Instruction | Best for All Strategic Plan alignment: Academics

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

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Support implementation of standards aligned curricula Rationale --------- Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN standards to ensure students are career and college-ready. In the 2025-2026 SY, Lucie E. Campbell ES will increase the percentile rank in school-wide literacy in grades K-5, particularly emphasizing foundational literacy. All students deserve to be taught a grade-level standards-aligned curriculum with aligned work tasks that allow them to fully engage in the standard's work. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process	**[A 1.1.1] Implement Wonders Reading Curriculum** Description ---------- LES will utilize the Wonders curriculum to plan and deliver effective foundational literacy instruction in grades K-5. Foundational teaching will pair with rigorous, meaning-based texts offered through the Wonders curriculum to create a balanced approach to literacy. Implementation ---------- **Daily Exit Tickets* **Daily CFUs* **Weekly Lesson Plans*	Michelle Armstrong, Assistant Principal; Lillian Caples, PLC Coach; Forestine Coleman, ELA Coach	05/15/2026		

of assessment, and helps keep them on track. Standards-based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed-upon learning targets. Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards-based instruction to ensure that their students meet the demands targeted. Following a standards-based model for classroom assessment and instruction is an approach teachers use to track student performance and plan focused instruction to meet the specific needs of students. Supporting Data ---------- Based on 2024-2025 iReady data, the percentage of students meeting or exceeding expectations increased from 16.6% in the Winter to 17.8% in the Spring. **Benchmark Indicator** Implementation ---------- ** Weekly Collaborative Planning Session agenda and sign-in* ** Weekly lesson plan checks*	**Weekly Collaborative Planning * Effectiveness ---------- **Daily exit tickets will show 70% or more students on track or mastery.* **Daily CFUs will show 70% or more students on track or mastery.* **Weekly lesson plans will show that 85% of teachers effectively plan lessons that include effective foundational literacy instruction.* **During weekly collaborative planning sessions, 100% of teachers will engage with their grade-level content teachers and literacy coaches to discuss how the standards align with the curriculum, activities, and expected mastery outcomes for the lesson.*				

** Weekly Informal Observation Data* ** Quarterly Professional Development agenda and sign-in* Effectiveness ---------- ** Weekly collaborative planning sessions will result in an increase in on track and mastery to 70% or above on classroom and school-wide assessments.* ** Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE scores will be level 3 or higher.* ** 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.* ** Principals will utilize the district walk-through tool for hiring 100% of the time to align staff expertise with the school's needs and increase retention rates of Level 3-5 teachers to 80% or above during the 2025-2026 SY.*					
	[A 1.1.2] Implement Explicit Writing Instruction Description ---------- LEC teachers in grades K-2 will utilize the holistic writing rubric to score students' responses to a writing prompt that requires at least three sentences. The teachers will utilize students' scores to plan for revisions to writing instruction.	Michael Gee, Principal; Michelle Armstrong, Assistant Principal; Lillian Caples, PLC Coach; Forestine	04/10/2026		

	LEC teachers in grade 3 will use the writing rubric to score students' responses to a writing prompt requiring a single paragraph. The teachers will utilize students' scores to plan for revisions to writing instruction. LEC teachers in grades 4-5 will utilize the Explanatory, Narrative, and Opinion writing rubrics to assess students' writing abilities, including an effective and relevant introduction, organizational strategies, establishing relationships between concepts, and an effective and relevant concluding sentence. The teachers will offer guidance and support as students plan, revise, and edit their writing. Implementation ---------- **Weekly Small Group Sessions* **Bi-weekly Writing Assessments* Effectiveness ---------- **Weekly small group sessions will show at least 30% of the students, with a 5% increase in students who are on track or mastery.* **Bi-weekly writing assessments will show an increase of at least 20% of the students with a 5% increase in student mastery.*	Coleman, ELA Coach			
	[A 1.1.3] Provide Resources and Materials Description ---------- LES will secure supplies, materials, equipment (e-glass boards, laptops, desktops, carts), and resources to support and increase student achievement in reading.	Lillian Caples, PLC Coach	05/15/2026	TAG 5.0 SIG 2.0	

	Instructional Supplies- Leveled readers, copy paper, notebook paper, composition notebooks, posters, classroom library kits, workbook, poster maker ink and paper, markers, etc. Implementation ---------- **Bi-weekly Informal Walkthrough Data* **Quarterly TEM Observation Data* Effectiveness ---------- **Bi-weekly informal observation data will indicate that at least 80% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.* **Quarterly TEM observations will result in at least 80% of teachers scoring level 3 or higher according to the TEM rubruc.100% of teachers will be observed during quarterly TEM observations, referencing the materials in the classroom during instruction and displaying student writing samples.* Technology & Resources- Smartboards, power towers, laptops & carts, desktops, laminator & poster maker supplies. Classroom Resources- Scantron Scanner & supplies, Poster maker, laminator, E-glass boards, clickers, Measuring Up workbooks, and Common Core Companion Books. Instructional Supplies- Leveled readers Total				
	[A 1.1.4] Engage in Weekly Collaborative Planning and Bi-Weekly PLCs Description ----------	Michelle Armstrong, Assistant Principal;	05/15/2026	TAG 5.0	

	LEC teachers will meet on grade level and with the admin team content lead to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. LES will use the collaborative planning protocol to address strategies and weekly standards. LES will implement District-wide Unit Preparation Guides in planning instruction. The teachers will also engage in vertical planning sessions. An instructional coach for ELA will be hired. Teachers will meet with ELA Coach to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. Implementation ---------- **Weekly Collaborative Planning* **Monthly PLCs* **Weekly Walkthroughs* Effectiveness ---------- **During weekly collaborative planning sessions, 100% of teachers will engage with their grade-level content teachers and literacy coaches to discuss how the standards align with the curriculum, activities, weekly assessment creation, and expected mastery outcomes for the lesson.* **100% of teachers will be engaged in the monthly district focus PLCs. *	Lillian Caples, PLC Coach; Forestine Coleman, ELA Coach			

	**The observation tool will show that 85% of ELA teachers implement the best practices from the PLC sessions during weekly observation cycles.*				
	[A 1.1.5] Implement All in Learning Description ---------- **ALL In Learning** is an educational technology platform designed to support **formative assessment**, **real-time data tracking**, and **classroom engagement**. It's especially popular in K–12 settings for helping teachers quickly assess student understanding and adjust instruction accordingly. **ALL In Learning** is a digital platform that streamlines classroom assessment and data collection. It allows teachers to use clickers, mobile devices, or paper-based tools to quickly gather student responses and instantly analyze data to inform instruction. The system supports standards-based grading, real-time feedback, and longitudinal data tracking to enhance student learning and teacher effectiveness. Implementation ---------- **Weekly classroom assessment Data* **Quarterly Content Collaboratives agendas and minutes* Effectiveness ---------- **Weekly classroom assessment data will reflect 100% of students scoring 80% or better.* **Quarterly content collaborative planning sessions	Michelle Armstrong, Assistant Principal; Lillian Caples, PLC Coach; Forestine Coleman, ELA Coach, Yvonne Smith, Interventionist	05/15/2026		

	will result in 60% of identified AMO students scoring 70% or above on quarterly Assessments.*				
	[A 1.1.6] Focus on Early Literacy (K-2) Description ---------- Lucie E. Campbell Elementary School's early learners will be engaged in scientifically based reading instruction that provides meaningful opportunities to develop the skills essential to becoming proficient readers by the end of the 3rd grade. Teachers will receive on-going re-delivery of professional learning opportunities provided by Early Literacy for K-5 teachers. Implementation ---------- **Weekly Collaborative Planning Meeting Sign-Ins* **Monthly PLC Content Collaboratives Professional Learning* Effectiveness ---------- **Weekly Collaborative Planning sessions will show that 100% of teachers implement standards-based instruction.* **The observation tool will show that 85% of K-2 teachers implement the best practices from the content collaboratives during monthly observation cycles.*	Michell Armstrong, Assistant Principal; Lillian Caples, PLC Coach	04/10/2026		
[S 1.2] Professional Development Rationale ---------	**[A 1.2.1] Literacy Curriculum Training** Description ---------- Professional development sessions offered to teachers and support staff focused on the literacy block's structure and processes.	Michelle Armstrong, Assistant Principal, Lillian Caples, PLC Coach; Forestine	04/10/2026		

Professional development will be provided to teachers, administrators, and instructional leaders on articulating the instructional practice shifts that will improve students' skill set, teachers' pedagogy of the content, mastery of standard look-for, and proficient reading levels of grade-supported texts. Professional development help teachers be more prepared and ready to tackle instructional challenges they may face. Professional development will expand teachers' skill set and build up their pedagogy. Participating in professional development will teachers to new ideas and perspectives. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how they are trained and supported. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. Supporting Data ---------- Based on 2024-2025 iReady data, the percentage of students meeting or exceeding expectations increased from 16.6% in the Winter to 17.8% in the Spring. **Benchmark Indicator**	Implementation ---------- **Quarterly Wonders PD* Effectiveness ---------- **85% of teachers and staff will have a better understanding during quarterly professional development of how to utilize the embedded instructional resources to support scaffolded instruction for whole groups, small groups, and teacher-led groups.*	Coleman, ELA Coach			

Implementation ---------- ** Weekly collaborative planning session agenda and sign-in* ** Monthly PLC Meeting Minutes* ** Bi-weekly professional development agenda and sign-in* ** Weekly classroom walk-through data reports* Effectiveness ---------- ** Weekly collaborative planning sessions will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the instructional practices, resulting in TEM observation scores of 3 or higher.* ** Monthly PLCs will result in 100% of teachers receiving support to increase overall student achievement by at least 10%.* ** Increase ELA on track and mastery to 70% or above in 2024.* ** Principals will increase their annual performance In-Sight Survey Leadership Index and build their leadership capacity by receiving coaching and feedback sessions monthly.*					

	[A 1.2.2] Provide Data Driven Instructional Training Description ---------- Hold bi-weekly PLC sessions to build teacher capacity to analyze and respond to student data, including student work analysis and district instructional focus. Implementation ---------- **Quarterly Data Meetings* **Bi-Weekly PLC Sessions* Effectiveness ---------- **Data analyzed will show that 60% of all students receiving RTI will grow at least 1 tier per diagnostic.* **75% of more teachers implement suggested strategies acquired from PLC's and collaborative planning.*	Michelle Armstrong, Assistant Principal; Lillian Caples, PLC Coach; Forestine Coleman, ELA Coach	05/15/2026		
	[A 1.2.3] Provide Literacy Workstations and Small Group Instruction Training Description ---------- PD will focus on differentiating instruction through literacy workstations and teacher-led small groups utilizing Blended Learning strategies. *Resources needed will be computers, printers, ink, and learning software* Implementation ----------	Michelle Armstrong, Assistant Principal; Lillian Caples, PLC Coach; Forestine Coleman, ELA Coach	04/10/2026		

	**Monthly Blended Learning PD* **Daily Small Group Stations* Effectiveness ---------- **The monthly focus walkthrough document will identify that 50% of teachers embed the technology platforms in their lessons and small group stations that the Digital Learning Ambassador (ILT Content Lead) presented during professional development.* **Daily support from online intervention tools, online software, and small group assistance will show that at least 30% of the students should increase by 5% of weekly teachers who have made common standard-aligned assessments.*				
	[A 1.2.4] Provide Gradual Release of Responsibility Training Description ---------- ELA Coach and Instructional Facilitator will continuously provide development on the key components of the Gradual Release of Responsibility teaching strategy. Implementation ---------- **Weekly Lesson Plans* **Weekly Collaborative Planning Sessions* **Bi-Weekly ILT Afterschool PD Sessions* Effectiveness ---------- **Weekly lesson plans will show that 85% of	Michelle Armstrong, Assistant Principal; Lillian Caples, PLC Coach; Forestine Coleman, ELA Coach	03/06/2026		

	teachers effectively plan and document the components for gradual release with each lesson.* **During weekly collaborative planning sessions, 100% of teachers will engage with their grade-level content teachers and literacy coaches to deliberately practice lesson delivery with gradual release.* **70% of teachers will take advantage of the extra practice sessions provided by the ILT content lead during bi-weekly professional development sessions.*				
	[A 1.2.5] Professional Development for Content Leads Description ---------- The will attend training to better understand how to coach and develop teachers in servicing at-risk students and implement innovative teaching strategies. Admin, academic coaches, and teachers will attend out-of-town conferences. Implementation ---------- *Weekly PLC meeting minutes* *Weekly Lesson Plans* **Effectiveness** **Weekly PLC meetings will show that 100% of teachers are implementing the practical, actionable strategies to help transform the student learning experience, resulting in at least 10% student achievement.* **Weekly lesson plan checks will reflect that all	Lillian Caples, PLC Coach	03/13/2026		

	teachers are implementing the taught strategies and will result in LOE scores of 3 or higher.*				
[S 1.3] Targeted Intervention and Personalized Learning Rationale --------- Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Every student deserves to have a supportive educational environment. Effective academic intervention is instruction that supplements general educational curriculum and is used to close gaps and improve student academic achievement, most typically in the areas of reading/language arts and math. Teachers can address gaps in a child's knowledge and barriers to their progress. During intervention, students are able to get the individualized attention that they need. Supporting Data ---------- Based on 2024-2025 iReady data, the percentage of students meeting or exceeding expectations increased from 16.6% in the Winter to 17.8% in the Spring. **Benchmark Indicator** Implementation ----------	**[A 1.3.1] Provide RTI Instruction for Struggling Students** Description ---------- RTI Interventionist will ensure that teachers provide small group instruction for identified students based on their current cognitive levels of understanding. According to the data, these students fall into Tier II and Tier III, requiring intense intervention sessions of 30 to 45 minutes daily. Various supplemental resources will be used to support student learning. Implementation ---------- **Weekly RTI Intervention Schedule* **Weekly fidelity checks* **Weekly Power Bi Progress Monitoring Report* Effectiveness ---------- **Weekly fidelity checks will show that 100% of teachers/interventionists implement the schedule daily, which will result in students increasing by at least 2-3 data points during progress monitoring.* **Weekly progress monitoring report will show that 70% of students have improved in Reading Language Arts and/or Math.*	Yvonne Smith, Interventionist	05/22/2026		

** Quarterly RTI differentiated training PD sessions and sign-in sheets.* ** Monthly progress monitoring data reports* ** Monthly data team meeting agendas and sign-in sheets* ** Increase ELA Mastery Connect on track and mastery to 70% or above in 2025.* Effectiveness ---------- ** Monthly progress monitoring data reports 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.*					
	[A 1.3.2] Provide Weekly Small Group Instruction Description ---------- K-5 teachers will determine students; instructional levels through reading benchmarks and tier students according to their microphases. Once tiered, teachers will align instruction to student needs during small group instruction. Implementation ---------- **Weekly Re-Teach Calendar*	Michael Gee, Principal; Tyrrell Wakefield, Assistant Principal; Michelle Armstrong, Assistant Principal; Yvonne Smith, Interventionist	05/22/2026		

	**iReady Reading* Effectiveness ---------- **At least 80% of teachers will use the weekly Re-Teach Calendar to address small-group instruction.* **Online usage reports will show 80% or more students showing monthly usage.*				
	[A 1.3.3] Implement Reading Intervention Description ---------- Reading intervention engages students as they build new skills and learn to access rigorous, culturally responsive texts. Its personalized instruction adjusts the lesson path to meet every reader at their individual level, enabling teachers to provide a personalized learning experience for each student. Reading intervention enhances the opportunity for differentiated learning activities designed to meet the student's individual needs. Implementation ---------- **Daily RTI Intervention Schedule* **Weekly lesson plans* **Quarterly Formative Assessments* Effectiveness ---------- **Daily RTI intervention schedule will show that 90% of teachers implement the required RTI	Michael Gee, Principal; Tyrrell Wakefield, Assistant Principal; Michelle Armstrong, Assistant Principal; Yvonne Smith, Interventionist	05/22/2026		

	requirements with fidelity.* **Weekly lesson plan checks will show that 100% of teachers are on track with following the RTI2 curriculum and at least 10% of students are able to increase 2-3 data points.* **Quarterly Formative Assessments will reflect all students scoring 80% or better.*				
	[A 1.3.4] Learning Walks Description ---------- Conduct learning walks with the Instructional Leadership Team and follow up bi-weekly to discuss trends and provide support for teachers. Implementation ---------- **Monthly Informal Walkthroughs* **Weekly lesson plans* Effectiveness ---------- **Monthly walkthrough observation forms will provide areas of focus based on 50% or higher of unmet areas. Based on the data, differentiated faculty PD and learning sessions are provided to teachers.* **Weekly lesson plan checks will reflect that all teachers are implementing the walkthrough feedback suggested strategies and will result in LOE scores of 3 or higher.*	Michael Gee, Principal; Tyrrell Wakefield, Assistant Principal; Michelle Armstrong, Assistant Principal; Lillian Caples, PLC Coach; Forestine Coleman, ELA Coach; Yvonne Smith, Interventionist	04/10/2026		
	[A 1.3.5] Improving Student Achievement Through the Use of Specialized Educational Assistants Description	Michael Gee, Principal; Michelle Armstrong,	05/22/2026		

	---------- Students in grades K-2 will receive differentiated Tier 1 instruction led by an SEA via small group or one-on-one sessions. These personalized learning and academic intervention activities are designed to meet student's individual needs and provide a learning pace and instructional approach that meets the learners' needs. Implementation ---------- **Daily SEA Instructional Schedule* **Quarterly Formative Assessments* Effectiveness ---------- **Differentiated small group and individual session data will reflect 85% growth of all students who will receive daily services.* **Quarterly Formative Assessments will reflect all students scoring 80% or better.*	Assistant Principal; Tyrrell Wakefield, Assistant Principal			
[S 1.4] Focus on Foundational Literacy (Early Literacy) Rationale --------- Early literacy proficiency is a critical predictor of long-term academic success. Students reading on grade level by the end of third grade are more likely to meet or exceed achievement benchmarks in all subjects and graduate on time. Focusing on high-quality, evidence-based literacy instruction in the primary grades ensures mastery of foundational skills, allows for timely intervention, and reduces the need for remediation in later years.	**[A 1.4.1] Foundational Skills Block Implementation** Description ---------- Daily structured instruction in phonics, decoding, and fluency. Implementation ---------- Weekly lesson plans and instructional logs Effectiveness ----------	Michelle Armstrong, Assistant Principal, Lillian Caples, PLC Coach; Forestine Coleman, ELA Coach	05/21/2026		

Supporting Data ---------- New Strategy **Benchmark Indicator** Implementation ---------- -Weekly Lesson Plan Checklist -Daily Informal Walkthrough using the District ELA Walkthrough -Weekly collaborative planning agendas and sign ins -Quarterly student grading reports (report cards) Effectiveness ---------- -Daily classroom observations will reflect best practices and effective strategies that align to the content standards at least 95% of the instructional observed time. -CFAs, administrated Fall, Winter, and Spring, will show growth in students shifting from below to approaching, approaching to on track and/or track to mastery by at least 2% per assessment window.	Quarterly literacy benchmark data will show a 5% increase of students on track or mastered; monthly walkthroughs will show a 3-percentage point increase in foundational skills instruction.				
	[A 1.4.2] Literacy-Rich Classroom Environments Description ----------	Lillian Caples	05/21/2026		

	Ensure all early grades classrooms include diverse, high-interest texts and interactive literacy centers. Implementation ---------- Quarterly review of classroom environment checklists to verify presence Effectiveness ---------- Students in early grades will demonstrate a 5% quarterly increase in reading proficiency on benchmark literacy assessments and use of diverse texts and literacy center				
	[A 1.4.3] Professional Learning 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	Michelle Armstrong, Assistant Principal, Lillian Caples, PLC Coach; Forestine Coleman, ELA Coach	05/21/2026		

	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.				

[G 2] Mathematics: Lucie E. Campbell ES will improve the meeting or exceeding proficiency rate for students in grades 3-5 from 9.3% in the Spring of 2024 to 10% for the Spring of 2026.
Effective Instruction | Best for All Strategic Plan alignment: Academics

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

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale --------- Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready Teachers at Lucie E. Campbell Elementary School will plan, prepare for, and execute rigorous grade-level lessons and engage students by	**[A 2.1.1] Provide Standards Aligned Planning** Description ---------- The Instructional Facilitator will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving. The admin team will collaborate to identify trends that require additional work and identify strong teachers in said area of focus to present to the staff or support other struggling teachers. An Instructional coach for Math will be hired. Teachers will meet with Math Coach to analyze	Michael Gee, Principal; Shontria McCoy, Instructional Facilitator; Clarissa Porterfield, Math Coach	05/15/2026	TAG 5.0	

allowing them to do the heavy lifting and engage with the content to strengthen their understanding of the content. Teachers will effectively use district-mandated curriculums and approved resources to enhance students' educational experiences to help reach our goal. All students deserve to be taught a grade-level standards-aligned curriculum with aligned work tasks that allow them to fully engage in the standard's work. The practice of aligning learning to standards also helps ensure that a higher level of learning is attained, guides teachers in the process of assessment and helps keep them on track. Standards based instruction helps guide the planning, implementation, and assessment of student learning. The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. Expectations for student learning are mapped out with each prescribed standard. Teachers follow standards-based instruction to ensure that their students meet the demands targeted. Following a standards-based model for classroom assessment and instruction is an approach teachers use to track student performance and plan focused instruction to meet the specific needs of students. Supporting Data ---------- Based on 2024-2025 iReady data, the percentage of students who scored below expectations decreased from 40% in the Winter (extended) to 35.3% in the Spring. **Benchmark Indicator**	standards and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing instructional practice to provide high-quality instruction for all students. Implementation ---------- **Weekly collaborative planning* **Bi-weekly deliberate practice sessions * Effectiveness ---------- **Weekly collaborative planning agendas will show that 100% of math teachers have planned to deliver engaging learning experiences that result in 70% mastery of weekly teacher-made assessments for at least 20% of students.* **100% of math teachers participate in bi-weekly deliberate practice sessions. *				

Implementation ---------- ** Weekly Collaborative Planning Session agenda and sign-in* ** Weekly lesson plan feedback* ** Weekly Informal Observation Data* ** Quarterly Professional Development agenda and sign-in* Effectiveness ---------- ** Weekly collaborative planning sessions will result in an increase in Mastery Connect on track and mastery to 70% or above on classroom and school-wide assessments.* ** Weekly lesson plan checks will show that 100% of teachers are on track with following the curriculum, and overall teacher LOE scores will be level 3 or higher.* ** Quarterly District Common Formative Assessments will reflect at least 75% of students scoring 80% or better.* ** 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.* ** Principals will utilize the district walk-through tool for hiring 100% of the time to align staff expertise with the school's needs and increase retention rates of Level 3-5 teachers to 80% or above during the 2025-2026 SY.*					
	[A 2.1.2] Implement Envision Math Curriculum Description ---------- Teachers will plan and deliver standards-based learning experiences using the Envision Math curriculum, emphasizing the 4 Es, and Zearn. Implementation ---------- **Weekly common assessments * **Daily CFU's * Effectiveness ---------- **Weekly Common Assessments will show at least 30% of the students, with a 5% increase in students on track or mastery.* **Daily CFUs will show 60% or more students on track or mastery.*	Michael Gee, Principal; Shontria McCoy, Instructional Facilitator; Clarissa Porterfield, Math Coach	05/15/2026		
	[A 2.1.3] Provide Resources and Materials Description ---------- LEC teachers will utilize resources and manipulatives to explore mathematical concepts and encourage learning to improve student outcomes. The resources and manipulatives will be scaffolding to help students solve problems, reason, and apply their understanding. (Ex.	Michael Gee, Principal; Lillian Caples, PLC Coach; Shontria McCoy, Instructional Facilitator; Clarissa	05/15/2026	TAG 5.0 SIG 2.0	

	workbooks, calculators, math kits, etc.) Implementation ---------- **Deliberate practice sessions* ** Instructional Practice 4 walkthrough tool* **Bi-weekly Informal Walkthrough Data* **Quarterly TEM Observation Data* Effectiveness ---------- **Effective use of math manipulatives will result in 60% or more student mastery of conceptual-based math standards.* **80% or more teachers effectively use math manipulatives based on data from the Instructional Practice 4 walkthrough tool.* **Bi-weekly informal observation data will indicate that at least 80% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.* **Quarterly TEM observations will result in at least 80% of teachers scoring level 3 or higher according to the TEM rubruc.100% of teachers will be observed during quarterly TEM observations, referencing the materials in the classroom during instruction and displaying student writing samples.* Instructional Supplies-Leveled readers, math manipulatives, copy paper, notebook paper,	Porterfield, Math Coach			

	composition notebooks, posters, classroom library kits, poster maker ink and paper, markers, pencils, etc. Instructional Supplies- Math manipulatives				
[S 2.2] Professional Development Rationale --------- Provide ongoing, high-quality professional development at the District and school level for school leaders, teachers, and other instructional staff, focusing on instructional shifts and strategies that improve student performance. LES will offer professional development based on trends or individual teacher needs. The hope is to improve instruction that will directly impact student achievement. *Resources will be needed for PD for teachers.* *In Town and Out of Town Conferences will be attended by the Admin Team, PLC Coach, Instructional Facilitator, Interventionist, Academic Coaches, ILT Content Leads, School Counselor, and teachers.* Professional development helps teachers be more prepared and ready to tackle instructional challenges they may face. Professional development will expand teachers' skill set and build up their pedagogy. Participating in professional development will expose teachers to new ideas and perspectives. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how they are trained and supported. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new	**[A 2.2.1] Provide Professional Development on Standards-Aligned Lesson Planning** Description ---------- The Instructional Facilitator and Math Coach will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving. The ILT Content Lead will also support select teachers with planning. The Administrative team will conduct differentiated weekly professional development sessions for teachers based on student and observation data. Implementation ---------- **Bi-Weekly PLC meeting with Instructional Facilitator* **Bi-Weekly ILT sign-ins * Effectiveness ---------- **Bi-weekly PLC meetings will show 100% of teachers implementing standards-based instruction* **Bi-weekly ILT meetings will show that 75% teachers are using research-based based strategies during instruction daily.*	Michael Gee, Principal; Shontria McCoy, Instructional Facilitator; Clarissa Porterfield, Math Coach	05/15/2026		

curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. Supporting Data ---------- Based on 2024-2025 iReady data, the percentage of students who scored below expectations decreased from 40% in the Winter (extended) to 35.3% in the Spring. **Benchmark Indicator** Implementation ---------- *Bi-weekly classroom walk-through data reports * Bi-weekly classroom walk-through reports * Quarterly collaborative planning session agenda and sign-in * Quarterly professional development agenda and sign-in Effectiveness ----------					

* Increase Math i Ready diagnostic assessment scores on track and mastery to 70% or above in 2025. * Principals will increase their annual performance Insight Survey Leadership Index and build their capacity by receiving coaching and feedback sessions monthly.					
	[A 2.2.2] Provide Four Instructional Practices Training Description ---------- The Instructional Facilitator and Math Coach will provide weekly professional development centered around math standards, performance-based objectives, higher-order thinking skills, vocabulary, gradual release of responsibility, writing, and mathematics activities to ensure teachers understand the curriculum. Admin, academic coaches, and teachers will attend out-of-town conferences. Implementation ---------- **Monthly school-based PD sign-ins* **Weekly PLC sign-ins* **Bi-weekly collaborative planning sign-ins* **TEM observations each semester* Effectiveness ---------- **75% of more teachers implement suggested strategies acquired from monthly PD, weekly PLC, and collaborative planning.*	Michael Gee, Principal; Shontria McCoy, Instructional Facilitator; Clarissa Porterfield, Math Coach	05/15/2026		

	**75% or more teachers receive 3 or above on formal observations each semeste*r.				
[S 2.3] Targeted Interventions and Personalized Learning Rationale --------- Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approach that meets the needs of each learner. Every student deserves to have a supportive educational environment. Effective academic intervention is instruction that supplements general educational curriculum and is used to close gaps and improve student academic achievement, most typically in the areas of reading/language arts and math. Teachers are able to address gaps in a child's knowledge and barriers to their progress. During intervention, students are able to get the individualized attention that they need. Supporting Data ---------- Based on 2024-2025 iReady data, the percentage of students who scored below expectations	**[A 2.3.1] Implement Math Intervention** Description ---------- All grade levels will take the Fall Diagnostic i-Ready Assessment. Those students identified as needing intervention will receive daily intervention and weekly progress monitoring in their skill/subject of deficit. Built into the daily schedule is 45 minutes of RTI Intervention for students. Implementation ---------- **Daily targeted support or enrichment using the district's online intervention tool I-ready* **Daily small group assistance* **The weekly teacher made common assessments* **Weekly i-Ready reports* **Weekly- Monday/Tuesday after-school tutoring logs* Effectiveness ---------- **Daily support from online intervention tools, online software, and small group assistance will show assessments.*	Yvonne Smith, Interventionist, Shontria McCoy, Instructional Facilitator; Clarissa Porterfield, Math Coach	05/15/2026		

decreased from 40% in the Winter (extended) to 35.3% in the Spring. **Benchmark Indicator** Implementation ---------- ** Quarterly RTI differentiated training PD sessions and sign-in sheets.* ** Monthly progress monitoring data reports* ** Monthly data team meeting agendas and sign-in sheets* ** Increase ELA Mastery Connect on track and mastery to 70% or above in 2024.* Effectiveness ---------- ** Monthly progress monitoring data reports 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.* ** **Resources, materials, and computers needed for teachers and students**	**Weekly i-Ready reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.* **Weekly after-school tutoring will show at least 30% of our students, with an increase of 5% in the quarterly CFUs.*				
	[A 2.3.2] Collaboration Description ----------	Yvonne Smith, Interventionist; Shontria	05/15/2026		

	Work collaboratively with the RTI Lead and data team to address and eliminate barriers to the RTI process. Serve as an active participant in school-based data teams to ensure the school has structures to support students not experiencing academic success. Implementation ---------- **Quarterly data team meetings* **Weekly RTI Teaching model walkthroughs* Effectiveness ---------- **Data analyzed will show that 60% of all students receiving RTI for math grow at least 1 tier per diagnostic.* **The weekly walkthrough tool will show that 85% of teachers are effectively implementing RTI with fidelity for 100% of students identified to receive *	McCoy, Instructional Facilitator; Clarissa Porterfield, Math Coach			
	[A 2.3.3] Conduct Learning Walks Description ---------- Conduct learning walks with the Instructional Leadership Team and follow up monthly with the RTI lead to provide support for the school.	Michael Gee, Principal; Michelle Armstrong, Assistant Principal; Tyrrell Wakefield,	05/15/2026		

	Implementation ---------- **Monthly informal walkthroughs* **Monthly PLC meetings* Effectiveness ---------- **The monthly informal walkthrough form will provide areas of focus based on 50% of higher or unmet areas. Based on data, differentiated faculty PD and learning sessions are provided to teachers. * **Monthly PLC meetings will show at least 90% of teachers are implementing the feedback suggested during the learning walks.*	Assistant Principal; Yvonne Smith, Interventionist; Clarissa Porterfield; Math Coach			

[G 3] Safe and Healthy Students: LEC will decrease the 2023-2024 suspension rate of 17.1% to 10% during the 2025-2026 SY. LEC will reduce the percentage of chronically absent students from 58.1% in 2023-2024 SY to 52% in 2025-2026.
Additional Supports

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

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

[S 3.1] Attendance & Behavior Interventions and Supports Rationale --------- Implement targeted interventions, support programs, and initiatives that address identified behavior needs and provide appropriate student support. Research shows that attendance is an important factor in student achievement. Every missed school day is a lost opportunity for students to learn. Studies have shown a significant relationship between student attendance and student achievement. Students who attend school regularly have been shown to achieve higher levels than students who do not have regular attendance. Supporting Data ---------- As a result of the Culture Team's attendance monitoring and interventions, school-wide attendance has increased from 85.3% to 86% during the 7th 20-day reporting period. **Benchmark Indicator** Implementation ---------- ** Bi-weekly School Attendance Team meeting agendas and sign-in sheets* ** Weekly attendance report*	**[A 3.1.1] SART Meetings and Intervention Plans** Description ---------- Students will have their SART meetings conducted and intervention plans developed within three days of being flagged. Implementation ---------- **Weekly SART Meetings* **Weekly Correspondence with Parents* Effectiveness ---------- **Meeting documentation will show that 100% of the required weekly meetings are being scheduled by the Professional School Counselor.* **100% of weekly correspondence, including emails, phone calls, and mailed letters, are being sent to parents by the Attendance Liason.*	Michael Gee, Principal; Angela McAdory, Professional School Counselor; Eboni Williams, Attendance Liason	05/15/2026		

** Bi-weekly SART and/or SARB meeting agenda and sign-in sheets* ** 20-day attendance reports* ** 20-day behavior reports* Effectiveness ---------- ** Chronically, out-of-school rates decrease by 5% or more in 2025* ** Improve attendance rates to 96.6% or more in 2025* **Incremental increase of 2% on 20-day reports for attendance rates* ** Incremental decrease of 2% on 20-day reports for behavior.* ***Monthly Parties planned for students who have good attendance and behavior***					
	[A 3.1.2] Implement Culture Team Monitoring Attendance and Discipline Description ---------- The ISS Assistant and Culture Team will meet every 20 days to disaggregate attendance and suspension data. Chronically absent and at-risk students' parents will be contacted via the Attendance Secretary. Chronically absent students will receive a letter indicating the number of absences and a date for parent conferences.	Michael Gee, Principal; Tyrrell Wakefield, Assistant Principal; Zucchineus Carruth, Behavior Specialist	05/15/2026		

	During the parent conference, an action plan will be devised to assist the parents and students improve attendance and behavior. Students' attendance and behavior will be closely monitored and tracked. Incentives to motivate improvement will also be provided every 20 days. Implementation ---------- *Monthly Culture Team Meeting Minutes* *In-School Suspension Assistant* *20-day suspension reports* Effectiveness ---------- *Monthly culture team meetings will show that attendance increased by 5%.* *The ISS Assistant will act as a reset location for students to receive redirection prior to moving further with the progressive discipline process. * *20-day suspension reports will reflect a 10% decrease in the suspension rate.*				
[S 3.2] Professional Development Rationale --------- Provide ongoing, high-quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior, positively impacting student achievement. Monitor the number of student referrals to the reset room and ISS quarterly and/or prior to professional development sessions.	**[A 3.2.1] Implement or Provide SEL and ACES Professional Development** Description ---------- The Culture Team (RTI2-B) will train the faculty and staff on social-emotional learning and the Rethink Ed platform. A series of classroom management training sessions will be provided to faculty based on data and trends from Power BI. Implementation ----------	Michael Gee, Principal; Michelle Armstrong, Assistant Principal; Tyrrell Wakefield, Assistant Principal; Angela McAdory, Professional	05/15/2026		

Monitor behavior plans per semester to determine the implementation and effectiveness of the strategies and resources shared during PD. Professional development will help teachers be more prepared and ready to tackle instructional challenges they may face. Professional development will expand teachers' skill sets and build up their pedagogy. Participating in professional development will lead teachers to new ideas and perspectives. Research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how they are trained and supported. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture. Supporting Data ---------- As a result of the Culture Team's monitoring, interventions, and teacher professional development, the progressive discipline referrals decreased from 47% to 42.4% during the 7th 20-day reporting period. **Benchmark Indicator** Implementation ----------	**Weekly Culture Team Reports* **Monthly Social Emotional district PLC meeting minutes* **Weekly SEL student session reports* Effectiveness ---------- **Weekly Culture Team reports will show that 85% of teachers are implementing the weekly Rethink Ed sessions and the number of student infractions have decreased by at least 5% according to behavior reports in PowerBI.* **The monthly Social Emotional district meetings will show that 100% of teachers are implementing strategies for conflict and ACES management and the suspension rate decreases by 5% according to reports in PowerBI.*	School Counselor			

** Weekly attendance reports* ** Monthly Attendance Team meeting and sign-in sheets* ** Weekly collaborative planning* ** Monthly Professional Development Meeting Minutes* ** Monthly RTI2-B data meeting minutes* ** Monthly SART and SARB meeting minutes* Effectiveness ---------- * Chronically out-of-school rates decrease by 5% or more in 2025 ** Incremental increase of 2% on 20-day reports for attendance rates* ** Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the instructional practices, resulting in TEM observation scores of 3 or higher.* ** Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level 3 or higher.* ** Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.*					

** Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions every 20 days.* **In Town and Out of Town Conferences will be attended by the Admin team, PLC Coach, Instructional Facilitator, ELA Coach, Math Coach, Interventionist, School Counselor, and Teachers.**					
	[A 3.2.2] Conduct Chronic Absenteeism Professional Development Description ---------- The Professional School Counselor will train and provide a refresher to school staff to identify, consistently monitor, and track at-risk students for chronic absenteeism. Admin, academic coaches, and teachers will attend out-of-town conferences. Implementation ---------- **Daily attendance reports* **Weekly SART meetings and plans completed by school counselor.* Effectiveness ---------- **Daily attendance reports will be emailed to teachers to ensure 100 % attendance accuracy, tracking, and monitoring.* **SART meetings will show a decrease of -2.5% of chronically absentee students.*	Angela McAdory, Professional School Counselor	05/15/2026		
[S 3.3] Parent, Family, and Community Engagement	**[A 3.3.1] Conduct On-Going Parent and Family Engagement Events**	Michael Gee, Principal;	04/10/2026		

Rationale --------- *Promote effective parent, family, and community engagement activities and resources that support safe schools, which will improve student attendance and behavior. *Resources and materials needed for Parent Development sessions* Research shows that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Engaging families in schools can lead to improved attendance, higher grades and test scores, better social skills, increased student motivation, and improved behavior. Supporting Data ---------- As a result of the intentionally planned family engagement activities that are offered, parental attendance has increased by 20% from Fall 2024 to Spring 2025. **Benchmark Indicator** Implementation ---------- **Parent and community event sign-in sheets* **Parent surveys*	Description ---------- Increase parental involvement by educating and training parents on school culture policies and procedures and the importance of parent and family engagement within the school. For example, host Open House, Annual Parent Meeting, school-wide festivals, Donuts w/ Grown Ups, Family Math & Science Night, Literacy Night, Muffins w/ Mentors, parent/teacher conferences, and holiday celebrations with ways to connect parents with the school community. Involve parents in the planning process to invest them in classroom activities and other activities like award ceremonies, class celebrations, after-school clubs, talent shows, math and science fairs, movie nights, data nights, etc. Implementation ---------- **Monthly Parent Meetings* **Semesterly Parent/Teacher Conferences* Effectiveness ---------- **Parental involvement and attendance at the monthly meetings have increased by 75% since September 2023.* **Semesterly Parent/Teacher Conference attendance increased by 20% from Fall 2023 to Spring 2024.*	Lillian Caples, PLC Coach; Angela McAdory, Professional School Counselor			

**Parent engagement logs* Effectiveness ---------- **A comprehensive data review every 9 weeks to analyze student attendance reports and determine the impact after engagement events.* **At the end of each semester, review the attendance and discipline 20-day report with a trained parent ambassador to determine the impact on their attendance rates.* **Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district-level topics through monthly parent surveys.*					