

Holmes Road Elementary Annual Plan (2025 - 2026)

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[G 1] Holmes Road Elementary School will increase ELA meeting or exceeding expectations proficiency rates on TCAP ASSESSMENT from 14.7% in 2024 to 24.7% in 2026.

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

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

District Turnaround Plan Goal

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Provide supports to standard-aligned core instruction implementation Rationale ----- Data shows a need for strong, standards-aligned instruction and an increase in teacher effectiveness, as measured by the TEM rubric. Purposeful collaboration among educators strengthens instructional practices, fosters shared ownership of student outcomes, and accelerates both teacher and student growth. By building teacher content knowledge and capacity through structured collaboration, HRES will ensure that high-quality, rigorous teaching and learning take place in every classroom, closing the opportunity gap and making significant gains in student achievement.	[A 1.1.1] Weekly PLC Meetings, Collaborative Planning and ILT Meetings Description ----- Teachers will engage in weekly Professional Learning Community (PLC) meetings to collaboratively analyze student learning, develop lesson plans, and align instruction using the overview document as a guide. Weekly collaborative planning sessions will be used to ensure instructional coherence, address student needs, and refine teaching strategies. In addition, teachers will participate in monthly grade-level planning to deepen vertical alignment within the curriculum. The Instructional Leadership Team (ILT) will convene monthly to review progress on the Four Critical Questions tool, monitor implementation of instructional practices, and ensure effective academic monitoring across grade levels.	Dr. Shannon Cotton, Principal, Kierra Pratt Instructional Facilitator, Lashonda McNeal, PLCC, , Alicia Saulsberry, AP, Tamara Hampton, Math Coach, Naquita Harris, ILT Science, Tekia Edwards, ILT Social Studies	05/31/2026	TITLE 1	

Supporting Data ----- In 2023-2024 14.7 % of students were on track or mastered in ELA TCAP, which shows a growth of 1.6% from the previous year. Benchmark Indicator Implementation ----- Weekly classroom walkthroughs (instructional walkthrough tool) Weekly PLCs with ELA content and support teachers (agendas and minutes) Weekly collaborative planning with teachers, coaches and district advisors (teacher schedules, lesson plans, and agendas) Quarterly CFA Implementation/Assessments Weekly Small Group and Centers Implementation and Coaching (scholastic knowledge builder, PLC Agenda and minutes) Effectiveness ----- Weekly classroom walkthroughs will show 15% of 3-5 students increasing by 5% on quarterly CFAs. Weekly PLCs with ELA content and support teachers will show 15% of K-5 students increasing by 5% on quarterly CFAs. Weekly collaborative planning with teachers, coaches, and district advisors will show 15% of K-5	Implementation ----- Weekly checks of lesson plans Weekly meetings to analyze data and know/show of the standards using the PLC questioning Protocols. Effectiveness ----- Weekly checks of lesson plans will show an increase in student competency of standards with an achievement rate of 80% or higher on biweekly assessments. Teachers' weekly meetings will show an increase in student achievement rate of 80% or higher on biweekly assessments				
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students increasing by 5% on quarterly CFAs. Weekly small group sessions aligned to standards from iReady diagnostic data will show at least 30% of 3-5 students meeting or exceeding expectations on the TCAP ELA/Reading Assessment.					
[A 1.1.2] High Quality Professional Development Opportunities to Develop Effective Teachers and Leaders Description ----- ELA, MATH and SCIENCE teachers and administrators will attend professional development learning opportunities: Scholastic: Knowledge Library and differentiated literacy instruction for small groups Discovery Education- a comprehensive digital platform that enhances K-12 teaching and learning by providing multimedia content, interactive lessons, and assessment tools. It offers engaging videos, virtual field trips, real-world connections, personalized learning resources, curriculum-aligned materials, interactive activities, and quizzes. Model Schools Conference—attendees will gain insight into classroom transformation as it relates effective classroom management and structured content delivery with a path focus on ELA and Reading strategies Shelby County Schools Personalized PD (CADRES) - are online self-paced learning modules for teachers Tennessee Principals Association (TPA) Conference—focuses on building leadership capacity among TN school leaders by networking with other school-level leaders in a general setting.	Dr. Shannon Cotton, Principal, Kierra Pratt Instructional Facilitator, Lashonda McNeal, PLCC, , Alicia Saulsberry, AP, Tamara Hampton, Math Coach,	05/29/2026	Title 1		

	The Ron Clark Academy Professional Development Conference: Signature Series ELA enables attendees to observe ELA classrooms in real time and share ideas and strategies on ways to enhance "your" ELA classroom to engage students, foster academic excellence, and build rapport. Kagan Strategies training—attendees will gain instructional and cooperative learning strategies designed to boost student confidence and engagement in ELA. Implementation ----- Classroom observations, PLC discussion summaries, Weekly classroom instructional walkthrough tool TEM Level of Effectiveness Measures, Effectiveness ----- 85% of observed classrooms will reflect consistent use of PD strategies aligned with state standards and school instructional priorities during walkthroughs and observation cycles Teachers will implement strategies learned from conferences up to 85% of the observed classroom time daily, that will result in TEM and LOE scores increasing by one level (from 2 to 3, 3 to 4, or 4 to 5) per semester. At least 75% of participating teachers will show an				
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	increase of one performance level in TEAM/TEM instructional domains (Planning, Environment, Instruction, Professionalism) within the semester following PD participation.				
	[A 1.1.3] Quarterly Collaborative Planning, ILT Meetings and Weekly PLC Description ===== Teachers will collaborate to thoroughly explore district-provided lesson plans and powerpoints with deliberate practice by using the Holmes Road Elementary overview tool for lesson plans. Additionally, the Instructional Leadership and Administration Team will lead quarterly vertical collaborative planning to assess student learning, disaggregate data and provide targeted intervention for student growth and proficiency. Implementation ===== Weekly lesson plan review and deliberate practice Quarterly Collaborative Planning tool Quarterly Unit Planning Tool Effectiveness ===== Teachers will implement strategies and plans developed during lesson planning in PLC for 85% of the observed classroom time each day, which will lead to an increase in TEM and LOE scores by one level (from 2 to 3, from 3 to 4, or from 4 to 5) each semester. Teachers will implement strategies/plans created from collaborative unit planning up to 85% of the observed classroom time daily that will result in	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Kierra Pratt, Instructional Facilitator, Lashonda McNeal, PLCC	05/29/2026	TAG 5.0	

	TEM and LOE scores increasing by one level (from 2 to 3, 3 to 4, or 4 to 5) per semester.				
[S 1.2] Analyze student data to inform instructional decisions to accelerate learning Rationale ----- Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look-fors, students' skill set, and students' proficient reading level of grade supported texts*.* Supporting Data ----- In 2023-2024 14.7 % of students were on track or mastered on ELA TCAP, which shows a growth of 1.6% from the previous year. Benchmark Indicator Implementation ----- Weekly classroom walkthroughs (Instructional Walkthrough Tool and questioning protocol) Weekly PLCs with ELA content and support teachers (agendas and minutes) Biweekly data digs of formative assessments Weekly collaborative planning with teachers, coaches and district advisors (teacher schedules, lesson plans, and agendas) Effectiveness	[A 1.2.1] Provide Small-Group, High-Dosage Tutoring Description ----- Identify students below benchmarks through regular formative assessments. Deliver intensive tutoring (1:3 ratio) three times per week, aligned with grade-level standards and integrated with Tier 1 instruction. Implementation ----- Biweekly benchmark and interim assessments Weekly tutoring sessions documentation tool Monthly progress checks using data tracker Effectiveness ----- Biweekly and monthly formative assessment scores will show an increase of 5%-7% for students in grades of 3-5. Weekly tutoring sessions aligned to standards from the iReady diagnostic data will show at least 20% of third- through fifth-grade students meeting or exceeding expectations on the TCAP ELA/Reading Assessment. Monthly progress checks will show student growth to proficiency rate increase by 3%-5%.	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Tamara Hampton, Math Coach, Lashonda Mcneal, PLCC, Kierra Pratt, Instructional Facilitator	05/31/2026	Title I	

----- Weekly classroom walkthroughs will show 15% of 3-5 students increasing by 5% on weekly classroom assessments. Weekly PLCs with ELA content and support teachers will show 15% of K-5 students increasing by 3%-5% on quarterly CFAs. Biweekly data digs will show 5%-7% of students in the bottom 25% increase to approaching on quarterly CFA's. Weekly collaborative planning with teachers, coaches and district advisors will show 10% of K-5 students increasing by 5% on quarterly CFAs.					
	[A 1.2.2] Building Teacher Capacity- Coaching Description ----- Weekly PLC Meetings is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities aim to enhance student learning by providing continuous, job-embedded professional development for educators. Meetings will be grade band to determine student progress and mastery on curriculum objectives. Teachers will also implement various instructional strategies gained from attending academic conferences. Implementation ----- Weekly PLCs (Agenda and minutes) BiWeekly reviewing of student assessments -Performance Matters	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Tamara Hampton, Math Coach, Lashonda Mcneal, PLCC, Kierra Pratt, Instructional Facilitator	05/29/2026	Title 1	

	Weekly reviewing of lesson plans Weekly classroom walk-throughs (classroom walkthrough tool) Weekly deliberate practice (TEM Rubric) Effectiveness 100% of teachers outline the PLC Guide that are used for PLC Protocol weekly to support student 9 week grade reports will reflect fewer students not meeting mastery by at least 2% per grade band Student item analysis is completed at 70-84% proficient level(s) bi weekly to support 5-7% growth to mastery on students biweekly assessments. 85% of Teachers are implementing strategies outlined in the weekly lesson plans that support student growth of 5% or more on biweekly assessments 100% of teachers will be given immediate feedback of classroom walkthroughs during weekly PLCs and collaborative practice in order to support student growth of 5-10% on the quarterly CFA. Quarterly review of TEM observation data to monitor educators' delivery of standard-aligned lessons to the TN Standards at 100% in order to support student growth of 5-10% on the quarterly CFA.				
	[A 1.2.3] Use of Common Formative Assessments Description ----- Teacher leaders will use grade-level and content-specific item analysis provided by the district- and school-level assessment tool to assess students quarterly with common formative	Dr. Shannon Cotton, Principal, Alicia Sauslsberry, Asst. Principal, Tamara Hampton, Math Coach, Kierra Pratt,	05/29/2026	Title I TAG 5 [\$3960.40]	

	assessments to monitor student growth and achievement. Implementation ----- Quarterly assessment provided by MCSC Curriculum and Assessment (CFA) Quarterly analyze data from CFA Lesson Planning Overview District Walkthrough Tool Effectiveness ----- CFAs will show growth in students shifting from below to approaching, approaching to on track, and/or on track to mastery by at least 2% per assessment window. **Weekly Review of lesson plans during collaborative planning PLCs will reflect best practices and effective strategies that align to the standards at 100% that will result in TEM and LOE scores increasing by one level: from 2 to 3; 3 to 4; or 4 to 5.** 100% of Teachers will analyze data quarterly to identify students that are performing at or below the 50th percentile per quarter to reteach standards not mastered, leading to an increase in student achievement by 30% on quarterly common formative assessments Classroom Review of lesson plans during collaborative planning PLCs will reflect best practices and effective strategies that align to the standards at 100% that will result in TEM and LOE scores increasing by one level: from 2 to 3; 3 to 4;	Instructional facilitator, Lashonda Mcneal, PLCC			
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	or 4 to 5. Classroom observations will reflect student engagement in the content at least 85% of the instructional time observed. **71100-429** **PRINTER INK/ TONER** **HP 210A COMBO (BUNDLE contains 4 cartridges: BLACK, BLUE, PINK, YELLOW TONER) 10 @ \$396.04** **Total: \$3960.40**				
[S 1.3] Targeted Intervention and Personalized Learning -Provide additional support for students who are failing to make academic progress Rationale ----- Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Supporting Data ----- In the Fall of 2023-2024 there were 4% of students on grade level or above grade level according to iReady data however in the spring of 2023-2024, 19% of students were on grade level or above in ELA iready data. Benchmark Indicator Implementation	[A 1.3.1] Promote Enriched Learning Environment Description ----- Teachers will be provided with classroom and student organizational tools that will promote a positive learning environment geared toward student achievement. Promethium boards will be used by teachers to engage and interact with the lessons in real time. Students can build confidence by applying learned skills while interacting and building technology understanding. Classroom organization tools will help create classrooms that provide students with a more structured way to locate their ELA resources and materials for Tier I and II instruction. Implementation ----- Weekly classroom walkthroughs (using Instructional Walkthrough Tool)	Dr. Shannon Cotton, Alicia Saulsberry, Asst. Principle, Kierra Pratt, Instructional Facilitator, Lashonda Mcneal, PLCC, Tamara Hampton, Math coach	05/31/2026	Title I	

----- Monthly Small group instruction according to skill level lesson plans and EA schedule Monthly RTI Progress monitoring data review of students' performance in targeted intervention Quarterly CFA Analysis Data forms completed by teachers providing a reteach/delivery strategies Effectiveness ----- Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter and lesson. Monthly data meeting will determine the effectiveness of RTI by at least 15% growth. Quarterly CFA analysis will show students' progress towards reaching the AMO increase by 3-5%	Weekly School and district-level assessments Effectiveness ----- 10% of K-5 students increasing by 5%-7% on quarterly CFAs Weekly classroom walkthroughs will show at least 85% of teachers will be using 100% of technology and resources purchased, which will result in at least 35% of students moving from Tier III to Tier II supported instruction				
	[A 1.3.2] Differentiated Literacy Instruction Description ----- Teachers will organize students into flexible groups based on ongoing formative assessment data and deliver targeted, scaffolded instruction using Knowledge Library's leveled texts and instructional resources Implementation ----- Weekly Classroom walkthroughs using instructional tool Monthly Data Team access to professional	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Kierra Pratt, Instructional Facilitator, Tekia Edwards, ILT	05/29/2026	Title 1	

	development sessions (Data tracker) Biweekly school and district-level assessments Effectiveness ----- Weekly classroom walkthroughs will show at least 90% of teachers will be using knowledge-based small group instruction that will result in at least 40% of students moving from Tier III to Tier II supported instruction Monitoring progress through monthly data team meetings to review formative assessment results and adapt small-group instruction 15% of K-5 students will show growth by up to 5% on biweekly assessments				
	[A 1.3.3] Dream Box Reading Plus Description ----- Teachers and students will have access to Discovery Education Programs to help schools and districts with their efforts to improve writing fluency. Dreambox reading is an online literacy program that enhances comprehension, reading fluency, endurance, and silent reading skills. InSight, an adaptive exam, offers a quick and efficient method of figuring out a student's academic standing and making sure they are on a customized learning path to success. Instruction and differentiation are supported by printable resources, extra materials, and integrated teaching aids, such as lesson plans, graphic organizers, printable worksheets, and video tutorials. Implementation ----- Biweekly review of progress dashboards	Dr. Shannon Cotton, Dr. Alicia Saulsberry, Tamara Hampton, Math Coach, Lashonda Mcneal, PLCC, Kierra Pratt, Instructional Facilitator,	05/29/2026	SSIG2	

	Weekly PLCs (agenda and minutes) Weekly classroom walk-throughs (classroom walkthrough tool) Effectiveness ----- At least 85% of students will complete a minimum of 3 DreamBox Reading lessons or 60 minutes per week and will achieve an average growth of 7.5% on biweekly assessments. 85% of Teachers are implementing strategies outlined in the weekly lesson plans that support student growth of 5% or more on biweekly assessments Weekly classroom walkthroughs will show at least 85% of teachers will be using 100% Dreambox Reading resources, which will result in at least 35% of students moving from Tier III to Tier II supported instruction.				
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[G 2] Holmes Road Elementary School will improve meeting or exceeding expectation MATH percentages on the TCAP ASSESSMENT from 5.0% in 2024 to 10% in 2026

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

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

District Turnaround Plan Goal

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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[S 2.1] Support implementation of high-quality instructional materials Rationale ----- The adoption and effective use of high-quality instructional materials (HQIM) is crucial for improving student outcomes, especially when baseline proficiency rates are low. At Holmes Road Elementary School, supporting HQIM ensures that all students have consistent access to standards-aligned, coherent, and rigorous resources, reducing inequities that can arise when teachers must create or source materials individually. HQIM empowers teachers to spend more time on instruction and providing student feedback rather than on developing materials, resulting in more focused, high-impact classroom practices and improved student achievement. Supporting Data ----- In the Fall of 2023-2024 there were 0% of students on grade level or above grade level according to Ready data however in the spring of 2023-2024, 10% of students were on grade level or above in math Iready. Benchmark Indicator Implementation ----- Weekly PLC and Staff Meetings Monthly Walkthroughs and Observations Monthly Review of Student Work Quarterly Professional Learning Effectiveness	[A 2.1.1] Promote Enriched Learning Environment Description ===== Teachers will be provided with classroom and student organizational tools that will promote a positive learning environment geared toward student achievement. Teachers will use Promethean boards to engage and interact with the lessons in real time. Eglass stations will be used to illuminate face to face math instruction so students can build confidence by applying learned skills while interacting and building technology understanding. Classroom organization tools will help create classrooms that provide students with a more structured way to locate their ELA resources and materials for Tier I and II instruction. Implementation ===== Weekly classroom walkthroughs (using Instructional Walkthrough Tool) Weekly School and district-level assessments Effectiveness ===== 15% of K-5 students increasing by 5%-7% on quarterly CFAs Weekly classroom walkthroughs will show at least 85% of teachers will be using 100% of technology and resources purchased, which will result in at least 35% of students moving from Tier III to Tier II supported instruction	Dr.Shannon Cotton, Alicia Saulsberry, Asst. Principal, Tamara Hampton	05/31/2026	Title I	
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Student math benchmark scores will show an increase by 4–6 percentage points per quarter following PLC data cycles; collective teacher efficacy scores improve by 10% or more based on Panorama survey results. Observation ratings for HQIM implementation fidelity will show a 10% increase in proficient/exemplary ratings by the end of the 2025-2026 school year, as measured by the instructional rubric. Student scores on district math common assessments will increase by 3–5 percentage points per quarter, tracking toward a 10% TCAP math proficiency goal by May 2026. 80% of participating teachers will demonstrate evidence of applying HQIM-aligned strategies in observations; student formative assessment averages increase by 3–5 percentage per quarter					
	[A 2.1.2] Get More Math Description ----- Get More MATH-GMM is an educational software program designed to support teachers and students in mathematics instruction. Its primary focus is on providing cumulative, adaptive practice that strengthens long-term retention of math skills and concepts. The program is aligned with state standards and aims to enhance student learning outcomes through personalized and data-driven approaches. Implementation ----- Daily Homework assignments and spiral review	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Tamara Hampton, Math Coach, Lashonda Mcneal, PLCC	05/29/2026	TAG 5	

	Weekly Progress monitoring data reports Monthly Data team meeting agendas, minutes and sign-in sheets Monthly PLCs protocol Weekly GMM Data reports Effectiveness ----- Daily homework assignments and spiral review grades will reflect student increase in comprehension by 1-3 % weekly Weekly collaborative planning through PLCs will reflect best practices and effective strategies that align to the standards at 100% Quarterly CFAs given quarterly (Fall, Winter and Spring) will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 3% per assessment window Weekly GMM data reports will show student growth by at least 3% per week				
	[A 2.1.3] Discovery Education- DreamBoxMath Description ----- DreamBox Math, a high-quality, adaptive online program, will be used as a core component of math instruction for all K–5 students at Holmes Road Elementary. Teachers will integrate DreamBox into daily math blocks, utilizing its adaptive lessons and robust formative assessment features to personalize learning and target student needs. The program’s real-time analytics will empower teachers to monitor student progress, inform small group instruction, and adjust lesson plans.	Dr. Shannon Cotton, Dr. Alicia Saulsberry, Tamara Hampton, Math Coach, Lashonda Mcneal, PLCC, Kierra Pratt, Instructional Facilitator,	05/29/2026	SSIG2.0	

	Implementation ----- Biweekly review of progress dashboards and use of Standards Proficiency Reports Weekly PLCs with content teachers Weekly classroom walk-throughs (walkthrough tool) Effectiveness ----- At least 85% of students will complete a minimum of 5 DreamBox Math lessons or 60 minutes per week and will achieve an average growth of 7.5% on biweekly assessments. 85% of Teachers are implementing strategies outlined in the weekly lesson plans that support student growth of 5% or more on biweekly assessments Weekly classroom walkthroughs will show at least 85% of teachers will be using 100% Dreambox Math resources which will result in at least 35% of students moving from Tier III to Tier II supported instruction.				
[S 2.2] Provide additional support for students who are failing to make academic progress Rationale ----- Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. Supporting Data	[A 2.2.1] Response to Intervention Description ----- Teachers, education assistants, and support staff will also provide tiered interventions to students in Tiers II and III. Students will be arranged in small groups according to instructional level and skill deficits. EL students will receive language support during scheduled RTI2.	Dr. Shannon Cotton, Principal, Tracy Hunter, RTI Lead, tekia Edwards, RTI Interventionist, Tamara Hampton, Math Coach	05/31/2026	Title I	

In the Fall of 2023-2024 there were 0% of students on grade level or above grade level according to Ready data however in the spring of 2023-2024, 10% of students were on grade level or above in math iready. Benchmark Indicator Implementation ----- Monthly Small group instruction (classroom walkthrough tool) Monthly RTI Progress monitoring data Quarterly CFA Analysis Data forms Effectiveness ----- Students should perform at or above 80% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter and lesson. Monthly data meeting will determine the effectiveness of RTI by at least 20% growth. Quarterly CFA analysis will show students' progress towards reaching the AMO increase by 5-7%	Implementation ----- Weekly Before/After tutoring (attendance / sign in sheet) Monthly Data team Meetings to analyze student data Progress monitoring for all Tier 2 and Tier 3 students (RTI Report) Effectiveness ----- Student 9-week grade reports will reflect fewer students not meeting mastery by at least 5% per grade band Monthly data meeting will determine the effectiveness of RTI by overall growth of at least 20%. Biweekly progress monitoring for Tier 2 and Weekly progress monitoring for Tier 3 students will reflect ROI of 5% per progress monitoring window.				
	[A 2.2.2] Small-Group, High-Dosage Tutoring-KIDS FIRST Description ===== Identify students below benchmarks through regular formative assessments. Deliver intensive tutoring (1:3 ratio) 2 times monthly with licensed math tutors, aligned with grade-level standards and	Dr. Shannon Cotton, Alicia Saulsberry, Asst. Principal, Tamara Hampton Math Coach, Lashonda Mcneal, PLCC,	04/30/2026	TAG 5.0	

	integrated with Tier 1 instruction. Implementation ===== Biweekly benchmark and interim assessments Weekly tutoring sessions (data tracker and sign in) Monthly progress checks (Tutoring Log) Effectiveness ===== Biweekly and monthly formative assessment scores will show an increase of 5%-7% for students in grades of 3-5. Weekly tutoring sessions aligned to standards from the iReady diagnostic data will show at least 20% of third- through fifth-grade students meeting or exceeding expectations on the TCAP MATH Assessment Monthly progress checks will show student growth to proficiency rate increase by 3%-5%.	Kierra Pratt, Instructional Facilitator			
	[A 2.2.3] Get More Math Program (GMM) Description ----- GMM is an educational software program designed to support teachers and students in mathematics instruction. Its primary focus is on providing cumulative, adaptive practice that strengthens long-term retention of math skills and concepts. The program is aligned with state standards and aims to enhance student learning outcomes through personalized and data-driven approaches	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Lashonda McNeal, PLCC, Kierra Pratt, Instructional Facilitator, Tamara Hampton, Math Coach	05/26/2026	TAG 5	

	Implementation ----- Homework assignments and spiral review Progress monitoring data reports Data team meeting agendas, minutes and sign-in sheets Monthly PLCs (PLC Protocol tool) GMM Data reports Effectiveness ----- Daily homework assignments and spiral review grades will reflect student increase in comprehension by 1-3 % weekly Weekly collaborative planning through PLCs will reflect best practices and effective strategies that align to the standards at 100% Quarterly CFAs given quarterly (Fall, Winter and Spring) will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 3% per assessment window Weekly GMM data reports will show student growth by at least 3% per week				
	[A 2.2.4] Hiring of Instructional Coach Description ----- Supporting teachers and improving student outcomes by guiding the implementation of effective instructional strategies and curriculum standards. The coach's primary focus is to enhance teaching practices, align instruction with academic	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Lashonda Mcneal, PLCC, Kierra Pratt, Inst. Facilitator,	05/29/2026	TAG 5	

	standards, and foster professional growth among educators. Implementation ----- Lesson Planning and Deliberate Instructional Practice Sessions Classroom observations using the District Classroom Walkthrough Protocol Professional Practice and Collaborative Work Sessions (content and/or grade level) Lesson planning review and implementation Effectiveness ----- At least 75% of coached teachers will show an increase of one performance level in TEM domain averages (from 2 to 3, 3 to 4, or 4 to 5) within two evaluation cycles. Daily classroom walkthroughs will show an increase of 3-5% of students meeting expectations per nine weeks. 100% of coached teachers will actively participate in content-aligned PLCs, and 80% will apply effective instructional strategies modeled during coaching within 6 weeks of introduction. Weekly collaborative planning and PLC meetings will reflect a 10% decrease of students achieving at approaching or below mastery by 3% per grade band on weekly class assessments.	Tamara Hampton, Instructional Coach			
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	Weekly review of lesson plans during collaborative planning PLCs will reflect best practices and effective strategies that align to the standards at 100% that will result in TEM and LOE scores increasing by one level: from 2 to 3; 3 to 4; or 4 to 5.				
[S 2.3] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms Rationale ----- Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, mastery of standard look-fors, students' skill sets, and students' math proficient level of grade-supported texts. Supporting Data ----- In the Fall of 2023-2024 there were 0% of students on grade level or above grade level according to Ready data however in the spring of 2023-2024, 10% of students were on grade level or above in math ready. Benchmark Indicator Implementation ----- Weekly classroom walkthroughs (Instructional Walkthrough Tool) Biweekly Instructional Leadership Team Meeting Minutes and Agenda Quarterly PD Sessions Agenda and Feedback/Next Step Outline	[A 2.3.1] Weekly PLC Meetings, Collaborative Planning and ILT Meetings Description ----- Teachers will collaborate to develop weekly lesson plans using the High Impact Strategies Tool. The Instructional Leadership Team will facilitate the self-assessment process and develop the school's School Improvement Plan (SIP) based on findings from a self-assessment and the district's overall plan. Subs will be secured so that teachers can engage in sessions. Implementation ----- Weekly checks of lesson plans (Lesson plan overview template) Weekly data analysis meetings and planning sessions(PLC Protocols tool) Effectiveness ----- Weekly checks will show student achievement rate of 80% or higher on bi weekly assessments. Weekly class data trackers and planning sessions will show 10% of K-5 students increasing by 3% on quarterly CFAs.	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Tamara Hampton, Math Coach, Allison Duncan, Asst. Principal , Lashonda McNeal, PLCC, Kierra Pratt, Instructional Facilitator	05/31/2026	TAG 5	

Effectiveness Weekly classroom walkthroughs will show 15% of 3-5 students increasing by 5% on weekly classroom assessments. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Quarterly PD sessions will show student growth levels from approaching to mastery at 5-7% quarterly on district and school assessments.					
	[A 2.3.2] Quarterly Vertical and Collaborative Planning Description Teachers will collaborate to thoroughly explore district-provided lesson plans and powerpoints with deliberate practice by using the Holmes Road Elementary overview tool for lesson plans. Additionally, the Instructional Leadership and Administration Team will lead quarterly vertical collaborative planning to assess student learning, disaggregate data, and provide targeted intervention for student growth and proficiency. Subs will be secured so that teachers can engage in sessions. Implementation Weekly lesson plan review and deliberate practice Quarterly Collaborative Planning tool	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Tamara Hampton, Math Coach, Lashonda McNeal, PLCC, Kiara Pratt, Instructional Facilitator	05/29/2026	TAG 5	

	Quarterly Unit Planning Tool Effectiveness ----- Teachers will implement strategies and plans developed during lesson planning in PLC for 85% of the observed classroom time each day, which will lead to an increase in TEM and LOE scores by one level (from 2 to 3, from 3 to 4, or from 4 to 5) each semester. Teachers will implement strategies/plans created from collaborative unit planning up to 85% of the observed classroom time daily that will result in TEM and LOE scores increasing by one level (from 2 to 3, 3 to 4, or 4 to 5) per semester.				
	[A 2.3.3] High Quality Professional Development Opportunities to Develop Effective Teachers and Leaders Description ----- Math teachers and administrators will attend professional development learning opportunities: Math Summer Conferences—Go Get Your Teach On focuses on building teacher capacity and content knowledge in redelivering standard-aligned instruction for new and novice teachers. Model Schools Conference—attendees will gain insight into classroom transformation as it relates effective classroom management, structured content delivery with a path focus on math comprehension, computation and other math-gearred strategies Shelby County Schools Personalized PD (CADRES) - are online self-paced learning modules for teachers	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Lashonda Mcneal, PLCC	05/29/2026	Title I	

	Tennessee Principals Association (TPA) Conference—focuses on building leadership capacity among TN school leaders by networking with other school-level leaders in a general setting. The Ron Clark Academy Professional Development Conference: Signature Series math enable attendees to observe math classrooms in real time and share ideas and strategies on ways to enhance "your" math classroom to engage students, foster academic excellence, and build rapport. Kagan Strategies training—attendees will gain instructional and cooperative learning strategies designed to boost student confidence and engagement in math. Implementation ----- Biweekly school-level formative assessments Weekly classroom instructional walkthroughs using the instructional walkthrough tool Effectiveness ----- Biweekly review of class data trackers will show 10% of K-5 students increasing by up to 5%. Teachers will implement strategies learned from conferences up to 85% of the observed classroom time daily, that will result in TEM and LOE scores increasing by one level (from 2 to 3, 3 to 4, or 4 to 5) per semester				
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[G 3] Holmes Road Elementary School will decrease the overall chronic absenteeism rate for all students from 43.0% to 33.0%, as measured by end-of-year attendance data

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

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers

to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

District Turnaround Plan Goal

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Implement targeted programming, strategies, and interventions to support student mental health including trauma informed practice, restorative practices, school counseling, and mental health programming Rationale ----- Many students with a history of adverse childhood experiences (ACES) often have behavioral issues, which often affect their attendance in school. Supporting Data ----- Self-reported demographic data indicates that since 2020, each school year has seen 3-5 deaths among parents of students, students, or staff, which may affect students' ability to remain engaged in class and learn. HRES actively collaborates with families of students who exhibit behaviors that may lead to suspension and consequently missed instruction, reflecting a consistent 4% decrease in progressive discipline from the 2023-2024 school year. Benchmark Indicator Implementation ----- Student discipline and attendance reports	[A 3.1.1] Parent, Family and Community Meetings Description ----- Trainings will be held throughout the year to engage parents and students in achieving attendance and academic excellence. Implementation ----- Monthly calendars (agendas, flyer, sign-ins) Quarterly parent and student surveys Effectiveness ----- Monthly calendar will be available at least 1 month in advance and will show an increase in parental attendance at school meetings by 15% for the SY. Quarterly parent and stakeholder surveys will support show positive feedback and supportive next steps at 85%	Lashonda Mcneal, PLCC, Trina Obanner, Counselor, Candic Dates, Counselor, Lizzie Davis, Family Engagement	05/31/2026	Title I	

Monthly Data Team meeting (agenda and sign in) Quarterly discipline and fidelity reports Effectiveness ----- Daily attendance rate will increase by 5% Per 20 day reporting period. Monthly data meeting will show Chronic absenteeism will decrease by 10% Quarterly review of 20-day discipline reports will show student incidences that escalate into suspensions decrease by 10%					
	[A 3.1.2] LIVE SCHOOL MTSS Description ----- LiveSchool implementation at Holmes Road Elementary aims to create a consistent, positive school culture by tracking student and staff behaviors, awarding points for positive actions, and operating a digital rewards store. Staff use a school-wide behavior rubric in LiveSchool to reinforce expectations, deliver real-time feedback, and engage families with weekly recaps. Points are banked and redeemed for individual, classroom, or team-based rewards, promoting motivation, accountability, and community spirit. Implementation ----- Bi-weekly review of school- and grade-level behavior data Weekly distribution of LiveSchool Recaps report Online rewards store dashboard	Dr. Shannon Cotton, Alicia Saulsberry, Asst. Principal, Lashonda Mcneal, PLCC, Trina Obanner, Counselor, Candic Dates, Counselor, Lizzie Davis, Family Engagement	05/29/2026	Title I	

	Effectiveness ----- Biweekly review of 20-day discipline reports will show student incidences that escalate into suspensions decrease by 10% Weekly distribution of LiveSchool report will show teachers and staff implementing LIVESCHOOL with 100% fidelity At least 90% of students and 80% of staff participate in the points/rewards system each month.				
[S 3.2] Engage students, families, and communities to support students in overcoming barriers to learning Rationale ----- Promote effective parent, family, and community engagement activities and resources that support safe schools, which will improve student attendance and behavior. Supporting Data ----- Chronic absenteeism in connection with student behavior remains a challenge for Priority Schools. Students must be present to receive instruction. In addition, there have been many staffing changes during the past year, and training is critical for guaranteeing proper documentation and tracking students who may need additional services. HRES Chronic absenteeism rate decreased from 46% in 2022 to 39.5% in 2023. Benchmark Indicator Implementation -----	[A 3.2.1] Student Attendance Review Team (SART) Description ----- The SART team may consist of the family specialist, guidance, and an advocate representing the student, such as a teacher of the student's choosing. The SART team must develop a Parent/Student Action Plan (PSAP) to address the cause (s) of the unexcused absences and identify interventions that eliminate the underlying problem and enable the student to attend school on a regular basis. Implementation ----- Monthly PSAP meeting (PSAP form) Weekly review of 20-day student attendance report Effectiveness ----- Monthly PSAP meeting will show an Increase in student attendance by 5% per grade band (for	Trina Obanner, PSC, Percy Hunter, Behavioral Specialist Alicia Saulsberry, Asst. Principal, Shakina Jimmerson, Attendance Specialist	05/31/2026	Title I	

Student discipline and attendance reports 20-day reporting cycle Quarterly SEL Fidelity Reports 20-day student attendance reports Semi-annual adopter surveys Effectiveness ----- Student discipline and attendance reports will show students' daily attendance rate will increase by 5% Per 20 day reporting period. Quarterly behavior data will show student incidences that escalate into suspensions (Fighting) will decrease by 10% per 9-week period Semi annual survey will show an increase of 10% per semester of parental involvement as it relates to student success and a decrease of student behaviors that lead to suspensions by 5%.	unexcused absences) after SART meetings and 20-day reports Weekly review of 20-day student attendance will show a decrease in chronic absenteeism by 5% per grade band (for unexcused absences) after SART meetings and 20-day reports				
	[A 3.2.2] Parent Communication Description ----- Provide easily accessible information about events, schedules, and reports. Implementation ----- Weekly Wednesday Folders with Monthly Calendars Monthly School Newsletters Quarterly Parent Engagement opportunities with parent sign-in sheets	Lizzi Davis, FEP, Lashonda McNeal, PLCC, Kierra Pratt, Instructional Facilitator, Tamara Hampton, Math Coach	05/29/2026	Title I	

	Effectiveness ----- Weekly Wednesday folder implementation will show an increase in student attendance by 5% per 20-day reporting period. Monthly school newsletters will show an increase in parental involvement with school events by 15% per semester. Quarterly parental engagement opportunities will show an increase in parental awareness and teacher communication by 5% per nine weeks				
[S 3.3] Provide opportunities to meaningfully engage families to support their child's learning Rationale ----- Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. Supporting Data ----- Chronic absenteeism in connection with student behavior remains a challenge for Priority Schools. Students must be present in order to receive instruction. In addition, there have been many staffing changes during the past year, and training is crucial to ensuring proper documentation and tracking students who may need additional services. HRES Chronic absenteeism rate decreased from 46% in 2022 to 39.5% in 2023. Benchmark Indicator Implementation -----	[A 3.3.1] Math and Science Family Night Description ----- Students will show case work completed in class based on specific standards to family and friends. Parents will get a sample of TCAP -format questions and other resources to help with math skills for each child at least twice a year. Implementation ----- Monthly Family engagement Calendar Quarterly Common formative assessment data in Math and Science Fall, Winter and Spring Effectiveness ----- Monthly family engagement calendar distribution will show an increase of 5% parent attendance and participation. Quarterly CFAs given Fall, Winter and Spring will show growth in students shifting from below to	Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Lashonda McNeal, PLCC, Tamara Hampton, Math Coach, Naquita Harris, Science ILT	05/31/2026	Title I	

Student discipline and attendance reports 20-day reporting cycle Quarterly power BI reports Semi-annual adopter surveys Effectiveness ----- Student discipline and attendance reports will indicate that the daily attendance rate for students will increase by 5% for each 20- day reporting period. Quarterly behavior data will show student incidences that escalate into suspensions (Fighting) will decrease by 10% per 9 week period Semi annual survey will show an increase of 10% per semester of parental involvement as it relates to student success and a decrease of student behaviors that lead to suspensions decrease by 5%.	approaching, approaching to on track and/or on track to mastery by at least 5% per assessment window				
	[A 3.3.2] ELA and Literacy NIGHT Description ----- Students will show case work completed in class based on specific standards to family and friends. Parents will get a sample of TCAP -format questions and other resources to help with ELA skills for each child at least twice a year. Implementation ----- Monthly Family engagement Calendar Quarterly Common formative assessment data in ELA and reading/ Fall, Winter and Spring	Dr. Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Lashonda McNeal, PLCC, Kierra Pratt , Instructional Facilitator, Lizzie Davis, FEP	05/29/2026	Title I	

	Effectiveness ----- Monthly family engagement calendar distribution will show an increase of 5% parent attendance and participation. Quarterly CFAs given Fall, Winter and Spring will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 5% per assessment window				
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