Douglass Elementary/Middle Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts ArtsDouglass K-8 School Optional will improve TNReady literacy (On Track/Mastery) across grades 3 through 8 from 5.1% (Spring 2024) to 11.1% (Spring 2026).).
Strong Leadership | Best for All Strategic Plan alignment: Educators

Strong committed leaders and teachers who can create the conditions necessary for rapid and sustained change are the cornerstone of school turnaround. Strong leaders and leadership structures enable schools to develop and implement a shared vision of success which produces foundational shifts in instructional practices and in school culture and leads to increases in student growth and achievement.

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 a standards aligned curricula Rationale --------- Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. Supporting Data ---------- The percentage of students scoring on-track or mastered on the ELA TCAP increased from 5.2% in SY23 to 5.9% in SY24." **Benchmark Indicator**	**[A 1.1.1] Provide students with materials and supplies to promote academic achievement** Description ---------- *Provide a brief narrative of the proposed action step.* Students will be provided access to supplemental instructional **materials**, **supplies**, calculators, and technology to include enrichment activities, field experiences, instructional intervention texts, workbooks (**ABC TCAP Success Workbooks)**, classroom materials to create small group learning spaces, student and teacher laptops/desktops/tablets, **classroom rewards**/incentives as motivation and praise towards reaching goals (i.e. stickers, ribbons, certificates, trophies, journaling kits, numeracy resources), and computer programs that address learning and achievement gaps. Supports will leverage our summer learning academy and extended learning/tutoring sessions. IXL is	Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026	TAG 5 Grant	

Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Ready Diagnostics Platform (FALL, WINTER, SPRING) Bi-Weekly CLASSROOM INFORMAL OBSERVATION DATA Effectiveness ---------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* **Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery Implementing Biweekly classroom observations will show 20% of students with a 5% increase on track or mastery	personalized learning with a comprehensiveK-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner. This platform will be used to strengthen learning gaps. Nearpod will enhance student cognitive engagement and provide teachers with real time opportunities to modify and adjust in real time while attending to different learning styles and pacing. Implementation ---------- TEM observation tool (Bi-Weekly) Classroom Observation Walkthrough tool (Bi-Weekly) Monthly budget review for all funding sources (APECS) Lessons plans using nearpod platform (Weekly) Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 10% of Students in grades 3-8 should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with district curriculum and pacing calendar. Review of TEM observation data to monitor educators' delivery of district assigned curriculum/lessons to support TN Standards with a TEM score of level 3 or higher in at least 5 or more				

	of the TEM indicators, per quarter Monthly budget review (APECS) will show 50% of the budget spent by December 2025, and 100% of the budget will be spent by April 2025. Biweekly classroom observations will show 80% of teachers utilizing resources. Lorell Mobile Tower, 8 USB/ 8 outlet, Item #4015384 @ unit rate of 335.29/unit x 8 units = $ 2,682.32 Mobi wireless portable pad @ unit rate of $299/each for 16 units = $4784 [TUL® GL Series Retractable Gel Pens, Medium Point, 0.7 mm, Silver Barrel, Assorted Standard & Bright Ink Colors, Pack Of 14 Pens](https://www.odpbusiness.com/a/products/990476?pr=&customerEnteredSku=990476&cm_cat=4561&cartEntryId=23) Item # 990476 @ 24.49/each * 2 = $48.98 [Office Depot® Brand Push Pins, 9/10", Assorted Colors, Pack Of 250](https://www.odpbusiness.com/a/products/1378954?pr=&customerEnteredSku=1378954&cm_cat=581681&cartEntryId=39) Item # 1378954 @ 5.89/each * 2 = 11.78 [Office Depot® Brand Hanging File Folders, Letter Size, Assorted Colors, Box Of 25](https://www.odpbusiness.com/a/products/991686?pr=&customerEnteredSku=991686&cm_cat=3628&cartEntryId=41) Item # 991686 @ 23.269/each * 4 = 93.16 [Office Depot® Brand Gravity Feed Woodcase Pre-Sharpened Pencils, 2.2 mm, HB Hardness, Yellow, Box Of 144 Pencils](https://www.odpbusiness.com/a/products/8				

	00387?pr=&customerEnteredSku=800387&cm_cat=4515&cartEntryId=42) Item # 800387 @ 26.79/each * 6= $160.74 [Centon MP Essential Datastick Sport USB 3.0 Flash Drive, 32GB, Blue](https://www.odpbusiness.com/a/products/494945?pr=&customerEnteredSku=494945&cm_cat=1461987&cartEntryId=43) Item # 494945 @ $10.18/each				
[S 1.2] Develop instructional leadership capacities of school leaders and teachers Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts. Supporting Data ---------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The percentage of students scoring on-track or mastered on the ELA TCAP increased from 5.2% in SY23 to 5.9% in SY24. **Benchmark Indicator** Implementation ----------	**[A 1.2.1] Implement School-Level Professional Development Description** Description ---------- *Provide a brief narrative of the proposed action step.* Hire 1/ Full-time Instructional Coach to provide professional development for ELA and Math teacher and support implementation of the instructional practice shifts that will improve teacher pedagogy of the content, mastery of standards, engagement look fors and strategies, student skill set, and students' proficiency and reading levels of grade supported texts. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* Weekly PD Forms (PLCs/Collaborative Planning) Biweekly Informal Observation Walkthrough Form Effectiveness ----------	Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026	TAG 5.0	

How will the turnaround strategy/intervention be monitored for implementation, including frequency.? Weekly PD Forms (PLCs/Collaborative Planning) Biweekly Informal Observation Walkthrough Form Semi-annual TEM Effectiveness Measure Tool Quarterly District Formative Assessment Effectiveness --- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain 80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population 75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool 10% of 3-8 students will show 5% growth on quarterly district formative assessment	*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain 80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population				
	[A 1.2.2] Summer Planning Description ---	Sherry Chatman-PLC Coach,	05/22/2026	Tag 5.0	

	Provide a brief narrative of the proposed action step. These summer planning sessions for ELA teachers will provide opportunities for teachers to prepare lessons, visual aids, and engage in deliberate practice of explicit Tier 1 instruction for the first month of instruction. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* Summer planning sign in sheets, agendas, and lesson plans Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Summer planning will reflect a10% increase in student achievement scores and growth indicators, as teachers who participate in summer planning (as documented by sign-in sheets) implement more cohesive and aligned instructional strategies during the school year.	Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator			
	[A 1.2.3] Kids First Coaching Description ----------	Sherry Chatman-PLC Coach, Carolyn	05/22/2026	TAG 5.0	

	Provide a brief narrative of the proposed action step. Kids First will provide 13 15 days of instructional coaching and feedback to ELA and Math teachers. Focus will be on planning, instructional best practices, direct instruction, and data analysis. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* Coaching schedules (weekly) Feedback and deliberate practice weekly Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Students will have at least a 3% increase on benchmark CFAs quarterly 75% or higher of students will be actively engaged during instructional time and gradual release daily KidsFirst LLC - **$1475/day of on-site school support/PD p**lanning, instructional best practices,	Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator			

	direct instruction, and data analysis. @ 15 days = $22,125.00 **Total = $22,125.00**				
[S 1.3] Targeted Intervention and Personlized Learning Rationale --------- *Provide a rationale for choosing the strategy/intervention.* 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 ---------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The percentage of students scoring on-track or mastered on the ELA TCAP increased from 5.2% in SY23 to 5.9% in SY24." **Benchmark Indicator** Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Quarterly District Assessments	**[A 1.3.1] Provide Academic Enrichment and Extended Learning Opportunities** Description ---------- *Provide a brief narrative of the proposed action step.* Provide opportunities for academic enrichment activities and extended learning that focus on reinforcing real world and/or conceptual understanding, extension of standards-aligned lessons that support district curriculum and TN State Standards. These opportunities may include academic enrichment programs, learning camps, supplies, technology, parent and student workshops, after-school tutoring, Saturday School, in-person or virtual tours and field trips or experiences. Access to enrichment activities will incorporate real life higher order thinking application to support curriculum state standards. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* QUARTERLY DISTRICT COMMON ASSESSMENT BIWEEKLY AIMSWEB PROGRESS MONITORING TOOL Effectiveness ----------	Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026	TAG 5.0	

Biweekly Aimsweb Progress Monitoring Tool Effectiveness --- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* * 10% of Students in grades 3-8 should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) * Biweekly progress monitoring data will show 80% of tier 2 and 3 students are progress monitored with fidelity	*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 10% of Students in grades 3-8 should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) Biweekly progress monitoring data will show 80% of tier 2 and 3 students are progress monitored with fidelity				
[S 1.4] Focus on Foundational Literacy (Early Literacy) Rationale --- Early literacy proficiency is a critical predictor of long-term academic success. Students reading on grade level by the end of third grade are more likely to meet or exceed achievement benchmarks in all subjects and graduate on time. Focusing on high-quality, evidence-based literacy instruction in the primary grades ensures mastery of foundational skills, allows for timely intervention, and reduces the need for remediation in later years. Supporting Data --- New strategy **Benchmark Indicator** Implementation ---	**[A 1.4.1] Foundational Skills Block Implementation** Description --- Provide daily structured instruction in phonics, decoding, and fluency. Implementation --- *Identify the indicator(s) used to measure implementation of the action step.* * Weekly lesson plans and instructional logs Effectiveness --- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Quarterly literacy benchmark data will show a 5% increase of students on track or mastered; monthly	Dr. Sherry Chatman	05/22/2026		

Quarterly school-wide formative assessments Bi-weekly content, formative assessments Weekly PLC meeting agendas/minutes Effectiveness --- * Quarterly school-wide assessments will reflect a 10% increase in the number of students achieving proficiency, * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 50%. * Bi-weekly a*ssessments will reflect 80% of students achieving a score of 75 or higher.*	walkthroughs will show a 3-percentage point increase in foundational skills instruction.				
	[A 1.4.2] Family Literacy Workshops Description --- Provide workshops and resources for families to support literacy at home. Implementation --- Monthly attendance logs and materials Effectiveness ---	Tanya Snow	05/22/2026		

	Quarterly literacy benchmark data will show a 5% increase of students meeting reading benchmarks; monthly workshop participation will show a 3-percentage point increase in family engagement.				
	[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 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.	Tanya Snow	05/21/2026		
[G 2] Mathematics Douglass K-8 will improve TNReady Math (On Track/Mastery) across 3rd-8th grade students from 3.0% (Spring 2024) to 8% in (Spring 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 1] CSI school leaders will increase their annual performance Insight Survey Leadership Index score to 8.0 or higher by Spring 2026

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Support implementation of standards aligned curricula Rationale --------- *Provide a rationale for choosing the strategy/intervention.* 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. Supporting Data ---------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The percentage of students scoring on-track or mastered on the Math TCAP increased from 3.3% in SY23 to 3.9% in SY24." **Benchmark Indicator**	**[A 2.1.1] Provide Students with access to academic resources to promote student achievement** Description ---------- *Provide a brief narrative of the proposed action step.* Students will be provided access to supplemental instructional **materials**, **supplies**, calculators, equipment, and technology to include enrichment activities, field experiences, instructional intervention texts, workbooks (**ABC TCAP Success Workbooks)**, classroom materials to create small group learning spaces, hands on learning opportunities, student and teacher laptops/desktops/tablets, **classroom rewards**/incentives as motivation and praise towards reaching goals (i.e. stickers, ribbons, certificates, trophies, journaling kits, numeracy resources), and computer programs that address learning and achievement gaps. Supports will leverage our summer learning academy and extended learning/tutoring sessions. Performance Matters is personalized learning with a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, that meets the IXL meets the unique needs of each learner. This platform will be used to strengthen learning gaps.	Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026	TAG 5	

Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* TEM observation tool (Bi-Weekly) Classroom Observation Walkthrough tool (Bi-Weekly) Monthly budget review for all funding sources (APECS) Effectiveness ---------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 10% of Students in grades 3-8 should perform at or above the 70% on Formative Assessments (Fall, Winter and Spring) which align with district curriculum and pacing calendar. Review of TEM observation data to monitor educators' delivery of district assigned curriculum/lessons to support TN Standards with a TEM score of level 3 or higher in at least 5 or more of the TEM indicators, per quarter Monthly budget review (APECS) will show 75% of the budget spent by December 2025, and 100% of the budget will be spent by April 2026. Biweekly classroom observations will show 80% of teachers utilizing resources.	Pear Assessment allows students to have access to resources and supplemental instructional materials that will support their comprehension of grade level standards. This platform will be used to strengthen learning gaps. Nearpod will enhance student cognitive engagement and provide teachers with real time opportunities to modify and adjust in real time while attending to different learning styles and pacing. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* -Biweekly classroom observations -Performance Matters data reports (Monthly) Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Biweekly classroom observations will show 80% of teachers implementing curriculum resources with fidelity. Performance Matter data reports to show at least a 5% increase in standards mastery (Monthly)				
	[A 2.1.2] Student Academic Recognition Description ----------	Sherry Chatman-PLC Coach,	05/22/2026	SSIG 2.0	

	Provide a brief narrative of the proposed action step. Increased student motivation and engagement is key to improving achievement. With continuous positive reinforcement, students' motivation and effort grows. The Recognizer system will allow us to create and provide tangible rewards to support students by providing motivation and recognition for student growth on math benchmark assessments as a result of Tiered instruction, fostering continuous growth throughout the school year. This action step will support the prioritized need by providing consistent and tangible recognition for students' progress and accomplishments they can display. The goal of student recognition will be foster a growth mindset, helping students to develop perseverance and confidence in their math abilities, while ultimately contributes to increased achievement in all grades K-8. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* Tracking award distribution (Quarterly) Assessment data reports - comparing the math proficiency data before and after implementing the recognition program (Quarterly) Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*	Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator			

	Increase of 10% of students being recognized quarterly based on them meeting benchmarks on quarterly formative assessments. 10% of the total student population should show growth on each benchmark assessment by at least 2 percentage points toward being on-track quarterly.				
	[A 2.1.3] Effective Use of Technology in the Classroom Description ---------- *Provide a brief narrative of the proposed action step.* Students will be provided access to technological resources (such as HDMI cords, chargers, and charging towers) to access and assess student learning. Promethean Boards which will be used to enhance student engagement and foster an interactive learning environment. By incorporating Promethean boards to project standard aligned lessons created by teachers for daily use during instructional time, teachers will be able to provide students access to advanced tools for visual learning, interactive content delivery, and collaborative activities. The boards will be used to facilitate dynamic lessons, offering real-time annotation, multimedia presentations, and student-driven interactions. Training sessions will be provided to teachers to ensure effective utilization of the boards, with a focus of maximizing student participation and adapting lessons to diverse learning styles. The action aims to support differentiated instruction, foster creativity, and bridge the gap between traditional and digital learning methodologies. Student laptops will aid to allow students to have equitable access to resources. Implementation	Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026	SSIG 2.0	

	---------- *Identify the indicator(s) used to measure implementation of the action step.* Weekly lesson plan review Daily instructional walkthrough tool Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Lesson plan and walkthrough feedback will show teachers building lessons that support use of on-line tools that will result in students on-track scores increasing by at least 2 percentage points per assessment.				
	[A 2.1.4] Summer Planning Description ---------- *Provide a brief narrative of the proposed action step.* These summer planning sessions for Math teachers will provide opportunities for teachers to prepare lessons, visual aids, and engage in deliberate practice of explicit Tier 1 instruction for the first month of instruction. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* Summer planning sign in sheets, agendas, and lesson plans	Persons Responsible Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026	TAG 5	

	Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Summer planning will reflect a10% increase in student achievement scores and growth indicators, as teachers who participate in summer planning (as documented by sign-in sheets) implement more cohesive and aligned instructional strategies during the school year.				
	[A 2.1.5] Kids First Coaching Description ---------- *Provide a brief narrative of the proposed action step.* Kids First will provide 13 days of instructional coaching and feedback to ELA and Math teachers. Focus will be on planning, instructional best practices, direct instruction, and data analysis. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* Coaching schedules (weekly) Feedback and deliberate practice weekly Informal walk-through observations to monitor improvement in instructional delivery by admin team	Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026	TAG 5.0	

	Effectiveness --- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* Students will have at least a 3% increase on benchmark CFAs quarterly 75% or higher of students will be actively engaged during instructional time and gradual release daily				
[S 2.2] Develop Instructional Leadership Capacities of School Leaders and Teachers Rationale --- *Provide a rationale for choosing the strategy/intervention.* Provide ongoing, high quality professional development for school leaders, teachers, and other instructional support staff that focuses on instructional shifts and strategies that result in improved student academic performance. Supporting Data --- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The percentage of students scoring on-track or mastered on the Math TCAP increased from 3.3% in SY23 to 3.9% in SY24." **Benchmark Indicator** Implementation ---	**[A 2.2.1] Increase Access to Student Technology** Description --- *Provide a brief narrative of the proposed action step.* Purchase technology in order to have resources readily available to students who do not have access to technology to support their Tiered instruction to support the whole child within the school day. Implementation --- Weekly technology distribution logs documenting devices and materials provided to students Monthly classroom technology usage reports Monthly inventory and maintenance records of student technology Effectiveness --- The use of technology and effective monitoring will	Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026	TAG 5	

How will the turnaround strategy/intervention be monitored for implementation, including frequency.? Weekly PD Forms (PLCs/Collaborative Planning) Biweekly Informal Observation Walkthrough Form Semi-annual TEM Effectiveness Measure Tool Quarterly District Formative Assessment Effectiveness --- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain 80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population 75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool 10% of 3-8 students will show 5% growth on quarterly district formative assessment	result in increased student achievement and engagement, demonstrated through a 10–15% improvement in assignment completion rates, formative assessment scores, and digital participation. This growth will result from consistent access to devices and materials (documented in weekly technology distribution logs), effective instructional integration (evidenced in monthly classroom technology usage reports), and minimized disruptions through accurate inventory and timely maintenance of student technology (verified by monthly records).				
	[A 2.2.2] Implement School Level Professional Development Description ---	Sherry Chatman-PLC Coach, Carolyn Brown-Principa	05/22/2026	TAG 5	

	Provide a brief narrative of the proposed action step. Hire 1/FTE Instructional Coach provide professional development for math teachers and support implementation of the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient level. Implementation --- *Identify the indicator(s) used to measure implementation of the action step.* Weekly PD Attendance Forms (PLCs/Collaborative Planning) Biweekly Informal Observation Walkthrough Form Semi-annual TEM Effectiveness Measure Tool Quarterly District Formative Assessment Effectiveness --- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain 80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population	l, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator			

	75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation measure tool 10% of 3-8 students will show 5% growth on quarterly district formative assessment				
[S 2.3] Targeted Intervention and Personalized Learning Rationale --------- *Provide a rationale for choosing the strategy/intervention.* 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 ---------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The percentage of students scoring on-track or mastered on the Math TCAP increased from 3.3% in SY23 to 3.9% in SY24." **Benchmark Indicator** Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* QUARTERLY DISTRICT COMMON	**[A 2.3.1] Provide Academic Enrichment & Extended Learning Opportunities** Description ---------- *Provide a brief narrative of the proposed action step.* Provide opportunities for academic enrichment activities and extended learning that focus on reinforcing real world and/or conceptual understanding, extension of standards-aligned lessons that support district curriculum and TN State Standards. These opportunities may include academic enrichment programs, learning camps, parent and student workshops, after-school tutoring, Saturday School, in-person or virtual tours and field trips or experiences. Access to enrichment activities will incorporate real life higher order thinking application to support curriculum state standards. Implementation ---------- *Identify the indicator(s) used to measure implementation of the action step.* Weekly PD Attendance Forms (PLCs/Collaborative Planning) Biweekly Informal Observation Walkthrough Form	Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026	TAG 5	

ASSESSMENT BIWEEKLY AIMSWEB PROGRESS MONITORING TOOL Effectiveness ---------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* 10% of Students in grades 3-8 should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) Biweekly progress monitoring data will show 80% of tier 2 and 3 students are progress monitored with fidelity Math The data shows 3.9% of the 3rd - 8th grade students met expectations on the 2023-2024 ELA TCAP state assessment 8.6% of the 3rd grade students met expectations on the 2023-2024 TCAP Assessment. The data shows 0% of the students met expectations in the 8th grade.	Effectiveness ---------- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 95% of teachers will attend weekly professional learning sessions, which will result in TEM score increasing by one level in at least one domain 80% of teachers will demonstrate strategies gained from professional development sessions as evidenced by informal observation walkthrough form, resulting in a 5% growth in mastery performance on quarterly district formative assessments in 10% of the student population				

[G 3] Chronic Absenteeism Douglass K-8 Optional School will reduce the number of chronically absents for 36.2% (2024-2025) to 26.2% (2025 to 2026).
Strong Leadership | Best for All Strategic Plan alignment: Educators

Strong committed leaders and teachers who can create the conditions necessary for rapid and sustained change are the cornerstone of school turnaround. Strong leaders and leadership structures enable schools to develop and implement a shared vision of success which produces foundational shifts in instructional practices and in school culture and leads to increases in student growth and achievement.

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 and Behavior Interventions and Supports in developing a positive school culture and maintaining a school environment that is conducive to effective instruction Rationale --------- *Provide a rationale for choosing the strategy/intervention.* 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 cognitive, physical, social, and emotional development for all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing tailored and strategic support. Supporting Data ---------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The attendance rate increased from 87.5% in SY24 o 89.0% in SY25. **Benchmark Indicator** Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?*	**[A 3.1.1] Develop and Implement Attendance and Behavioral Protocols- RTIB2** Description ---------- *Provide a brief narrative of the proposed action step.* Students will use incentives to promote a positive culture and climate to improve attendance and discipline rates by implementing discipline protocols, tracking targeted interventions and support programs for student and school-wide improvement. Students will use these items to track their daily attendance by their homeroom class. This will allow students to visualize their daily attendance and be able to see their progress toward earning other incentives. Students will receive incentives, rewards, and praise for promoting a positive, safe, culture and climate for improving their attendance, behavior, and achievement. School Life incentives for students will be “Brag Tags” that students earn on a chain each month. These “Brag Tags” are comprehensive and can be worn daily as a badge of honor. These tags will be presented to students each month they have met expectations. These will also serve as VIP passes for special school events to help increase daily attendance for all students. Parents will receive training on effective strategies to reinforce at home that promotes a positive school culture and climate. Parents will gain knowledge on incentive programs, expected outcomes and how to partner with local organizations for additional support and the impact it has on student attendance and achievement.	Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026	TAG 5	

20 Day PowerBI Student attendance and discipline reports - 20 day reporting will identify students who have perfect attendance and who are eligible for attendance and discipline incentives. Weekly PowerBI attendance and discipline report will inform the grade levels that maintain a 90%+ attendance rate. Weekly Powerschool Special Full Report - Monitor students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports). Daily use of the School-wide discipline flow chart by staff will inform best practices to promote progressive discipline, decrease chronic absenteeism rate, and support student incentives/rewards. Effectiveness --- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* Review of 20 Day attendance report will show growth with 90% or above for student attendance rate Weekly review of attendance report will show growth with 90% or above for attendance rate per grade level Monthly review of behavior report will show a decrease in discipline infractions by 10%	Materials will be used during training and workshop sessions facilitated by school counselors, family engagement specialist. Implementation --- *Identify the indicator(s) used to measure implementation of the action step.* 20 Day PowerBI Student attendance and discipline reports - 20 day reporting will identify students who have perfect attendance and who are eligible for attendance and discipline incentives. Weekly PowerBI attendance and discipline report will inform the grade levels that maintain a 90%+ attendance rate. Effectiveness --- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 20 DAY PowerBI report will inform students with 100% perfect attendance during the 20-day period. Weekly PowerBI attendance report will inform a 90% attendance rate for each grade level and inform 50% of out of school suspensions have received prior progressive discipline before exclusionary (out of school) is assigned.				
[S 3.2] Professional Development Rationale ---	**[A 3.2.1] Provide Trauma Informed Schools Training- SEL** Description	Sherry Chatman-PLC Coach,	05/22/2026		

Provide a rationale for choosing the strategy/intervention. 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. Supporting Data ---------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* The attendance rate increased from 87.5% in SY24 o 89.0% in SY25. **Benchmark Indicator** Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development. Bi-weekly Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting. Effectiveness ----------	---------- *Provide a brief narrative of the proposed action step.* Provide Trauma Informed Schools Training through Socio-Emotional Learning professional(s) for teachers, staff, and students to implement. Small group sessions to include our Black, Hispanic, and Native American subgroup Implementation ---------- After each session professional development sign-in sheets After each session workshop agendas and training materials After each session teacher feedback forms and reflection surveys Effectiveness ---------- Per training session sign-in sheets will show at least 90% teacher participation After each session workshop agendas and training materials will demonstrate that 100% of sessions address trauma-informed SEL practices After each session teacher feedback forms and reflection surveys will indicate that at least 85% of participants report understanding and readiness to implement trauma-informed strategies in the classroom	Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator			

How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency? Executing profession development will show the attendance rate of students in grades K-8 will meet 90% of better each 20-day period. Implementing bi-weekly fidelity checks will show 80% of students in grades K-8 flagged for chronic absenteeism will undergo the SART process (letter after 3 absences, SART meeting after 5 or more absences) as documented by counselors.					
[S 3.3] Parent, Family, and Community Engagement Rationale --------- *Provide a rationale for choosing the strategy/intervention.* Provide a parent support resource center to promote effective parent, family, and community engagement activities, and resources that support safe schools which will improve student attendance and behavior. Use this parent resource support center to help educate parents about the long term effects of students being chronically absent from school. Supporting Data ---------- *If this is an existing strategy/intervention, provide school data to support the effective outcomes. If this is a new strategy/intervention, indicate that it is a new strategy/intervention.* **The attendance rate increased from 87.5% in SY24 o 89.0% in SY25.	**[A 3.3.1] Schedule and Facilitate Parent Teacher Conferences** Description ---------- *Provide a brief narrative of the proposed action step.* Conferences allow teachers to speak directly with parents about **why** a student may be missing school—be it health issues, transportation problems, family responsibilities, or disengagement. Teachers and parents can collaborate on practical solutions, such as arranging transportation help or connecting families to support services. Implementation ---------- Bi-annually parent-teacher conference sign-in sheets 20-day student discipline and attendance reports Bi-weekly fidelity check logs of student data entry during each 20-day reporting cycle	Sherry Chatman-PLC Coach, Carolyn Brown-Principal, Emily Wilson-Asst. Principal, William Greenwood-Instructional Coach, and Rhonda Black-Instructional Facilitator	05/22/2026		

Benchmark Indicator Implementation ---------- *How will the turnaround strategy/intervention be monitored for implementation, including frequency.?* Review 20-day student attendance and discipline reports at the end of each semester to determine the impact after engagement events. Survey parents around decisions relating to the education of their children, attendance, and behavior topics Host regular parent seminars and trainings that equip parents with strategies to promote the importance of school attendance and behavior. Effectiveness ---------- *How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?* The attendance rate of students in grades K-8 will meet 90% of better each 20-day period. The discipline rate of students in grades K-8 will remain under 20% for each 20-day period. 80% of parents surveyed will show favorable ratings in support of the effectiveness of parent meetings, trainings, and seminars provided that address attendance and behavior.	Effectiveness ---------- Bi-annually parent-teacher conference sign-in sheets will show at least 75% of families participate, resulting in increased engagement and support for student learning 20-day student discipline and attendance reports will indicate a 5–10% reduction in incidents and absences as a result of professional development and revised practices Bi-weekly fidelity check logs will demonstrate that at least 95% of student data entries are accurate, reducing erroneous reporting and ensuring reliable data for decision-making				