

2026-27 to 2028-29 School Plan Template

M-SCS CHARTER FINANCE REVIEW FIELDS: Rubric review sections are embedded beside the related SIP content. Advisors will check Meets Expectations or Needs Improvements and enter notes as needed.

Overview

PLAN COMPLETENESS — ADVISOR FEEDBACK			
RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
1. SCHOOL IMPROVEMENT PLAN IS FULLY COMPLETE IN USING THE MICROSOFT WORD TEMPLATE WITH CURRENT YEAR PLANNING BY THE PUBLISHED DUE DATE. (CSI AND TSI SCHOOLS MUST ALSO HAVE ALL ADDITIONAL REQUIRED COMPONENTS COMPLETE IN EPLAN BY THE PUBLISHED DUE DATE)	☒	☐	
2. SCHOOL IMPROVEMENT PLAN IS FULLY COMPLETE IN EPLAN WITH CURRENT YEAR PLANNING BY THE PUBLISHED DUE DATE. (CSI AND TSI SCHOOLS MUST ALSO HAVE ALL ADDITIONAL REQUIRED COMPONENTS COMPLETE IN EPLAN BY THE PUBLISHED DUE DATE)	☐	☐	N/A

A strong school plan clearly articulates the theory of action for reaching each student performance goal by providing:

- an outline of the improvement work to be supported and implemented throughout the school,
- ample time to collaborate, coordinate, and communicate with the school team, teachers, and other stakeholders.

Though school plans must be aligned to the district plan, they differ in that they must be tailored and may include additions to the district-level expectations for improvement work based on the school's specific needs and context.

The transition of the district and school planning process to full approval every three years, pursuant to Public Chapter 1005 of 2024, provides a unique opportunity to strategically plan for the long-term improvement needed at the district and school level to reach high levels outcomes for all students. Periodic reflection will be critical to ensuring forward momentum toward the intended implementation work and student performance.

Cover Page

District Name

Memphis-Shelby County Schools

School Name

Schools of Perea

School Principal Name

DeAngela Graham

School Principal Email

grahamd@schoolsofperea.org

COVER PAGE — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
3. SCHOOL INCLUDES DISTRICT/SCHOOL NAME.	☒ X	☐	
4. SCHOOL INCLUDES THE PRINCIPAL NAME AND EMAIL.	☒ X	☐	

Prepare and Reflect to Plan

Identify Team

Identify all planning team members, including team member titles. Under ESSA Title I, Part A §1112(a)(1)(A), the school plan must be developed in consultation with the following stakeholders (at a minimum):

- teachers,
- principals,
- other school leaders,
- administrators (including administrators of Title programs and special education programs),
- paraprofessionals,
- other appropriate school personnel,
- charter school leaders (in districts that have charter schools), and
- parents of students.

Make sure to also include your Charter Finance Advisor, ELL Advisor, RTI Advisor and the MSCS Special Education Advisor.

DeAngela Graham, Principal
D'Kendrick Williams, Assistant Principal

Marquesha Everett, Dean of Students/ELA Instructional Coach
 Katryce Quinney, Math Instructional Coach
 Latosha Shaw, Literacy Coach
 Robert Davis, III, Executive Director
 Margo Kerr, RTI Interventionist
 Candice Fondren, Community Stakeholder
 Deitra Burks, Title I
 Reneka Deener, Technology Coordinator
 Allison Whitmore, Family Engagement Specialist
 Roger Gines, Charter Finance Advisor
 LaKeva Thompson, RTI Advisor
 Dedrienne Rogers, MSCS Special Education Advisor
 Kenneshia Carpenter (parent)
 Wendolyn Cade (parent and board member)
 Andrea Fenise Jones (parent and board member)
 Greg Pearson, Transition Coordinator
 Kasha McNeil, Social Worker
 Kim Sanders, Director of Leadership
 Arby Martin, Deputy Director
 Tory Higginbottom, SPED Teacher
 Kristi Dowell-Douglas, Paraprofessional
 Teneisha McNeil, ELL Advisor

PLANNING TEAM — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
5. A PLANNING TEAM THAT INCLUDES ALL REQUIRED STAKEHOLDERS, IDENTIFIED WITH NAME AND POSITION TITLE IS IDENTIFIED.	☐	☒ X	ADD MSCS ELL ADVISOR AND PARAPROFESSIONAL

Stakeholder Involvement

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

Schools of Perea actively and consistently involve all planning team members and stakeholders, including parents, staff, students, and community partners, in the development, implementation, and revision of the school plan throughout the year. Stakeholder engagement is an ongoing process that occurs through multiple communication channels, meetings, and collaborative opportunities rather than as a one-time event.

Development of the School Plan:

The leadership team gathers input from stakeholders through Annual Title I Meetings, parent meetings, surveys, family engagement activities, and planning sessions. Parents are provided with opportunities to participate in reviewing and updating key school documents, including the Family Engagement Plan and the Home-School Compact. Feedback collected from these stakeholders helps guide school goals, priorities, and strategies to address student needs and improve academic achievement.

Implementation of the School Plan:

Throughout the year, the school maintains continuous communication with stakeholders regarding school initiatives, academic expectations, student progress, and upcoming events. Information is shared through the school calendar, Parent Information Center, ClassDojo, the school website, Blackboard Messenger, email newsletters, Facebook, and Instagram. These communication tools ensure that stakeholders remain informed and engaged in supporting the successful implementation of the school plan and student learning goals.

Revision of the School Plan:

The leadership team regularly reviews stakeholder feedback, student achievement data, and program effectiveness to determine areas for improvement. Parents and other stakeholders continue to provide input during family nights, parent meetings, training sessions, and Title I activities throughout the year. This ongoing dialogue allows the school to adjust and revisions to the school plan as needed to ensure it remains responsive to student, family, and school needs.

By utilizing multiple opportunities for collaboration and maintaining open lines of communication year-round, Schools of Perea ensures that stakeholder involvement is continuous and meaningful. Stakeholders are not only included in the initial development of the school plan but are actively engaged throughout its implementation and revision, creating a cycle of continuous improvement that supports student success.

STAKEHOLDER INVOLVEMENT — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
6. THERE IS A GENERAL DESCRIPTION OF THE SCHOOL PLANNING TEAM'S INVOLVEMENT IN THE DEVELOPMENT OF THE PLAN AND ITS REVIEW AND UPDATE.	☒	☐	
7. ADDITIONAL PRIORITY/CSI COMPONENTS: -SCHOOLS ASSIGNED TO TIER 1 OR TIER 2 OF THE TIERED INTERVENTION SYSTEM MUST PARTNER WITH THE LEA TO DEVELOP A SCHOOL TURNAROUND PLAN. AN LEA REPRESENTATIVE MUST ASSIST IN THE DEVELOPMENT OF THE PLAN AND BE INCLUDED IN THE IDENTIFY TEAM SECTION.	☐	☐	N/A

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
8. ADDITIONAL PRIORITY/CSI COMPONENTS: -SCHOOLS ASSIGNED TO TIER 1 OR TIER 2 OF THE TIERED INTERVENTION SYSTEM MUST PARTNER WITH THE CONTRACTED TURNAROUND EXPERT (PUBLIC CONSULTING GROUP-PCG) TO DEVELOP A SCHOOL TURNAROUND PLAN. A REPRESENTATIVE(S) FROM PCG MUST ASSIST IN THE DEVELOPMENT OF THE PLAN AND BE INCLUDED IN THE IDENTIFY TEAM SECTION.	☐	☐	N/A

Well-rounded Education

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

Describe the school's vision of a well-rounded education and how it will ensure all students, including those with disabilities, have access to those courses, activities, and programs. Schools who spend Title IV, Part A funds must specifically address this funding in the response. Include in the response:

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

Description of the school vision.

Schools of Perea will prepare all students academically, socially, and emotionally for success by creating and maintaining a classroom and school environment that is student-centered, with high academic expectations, where all students feel welcomed, appreciated, and valued.

This vision includes a commitment to equity and inclusion, ensuring that all student subgroups, including students with disabilities (SWDs), English learners (ELs), and economically disadvantaged (ED) students—can access and benefit from these opportunities.

II. Courses, Programs, and Activities That Support a Well-Rounded Education

Grades K–7

- **Visual and Performing Arts:** Weekly instruction in music, art, and movement, with opportunities for school-wide performances and art shows.

- **Physical Education:** Structured physical activity aligned to state PE standards and integrated health topics.
- **STEM Activities:** Hands-on science and math projects, coding basics, and robotics clubs beginning in upper elementary grades. **Music:** Weekly library access and digital citizenship lessons.
- **Social-Emotional Learning (SEL):** Integrated SEL curriculum focused on self-awareness, self-regulation, empathy, and relationship skills.

Name at least one action the school will take to ensure equitable access for all students including **SWD.**

The school has implemented the following strategies and actions to ensure that all students, including students with disabilities, English learners, and economically disadvantaged students, have access to all well-rounded programming:

A. Inclusive Course Scheduling

- The master schedule ensures that elective and enrichment courses are accessible to all students, including those receiving services through IEPs.
- Teachers collaborate with counselors to embed inclusive practices and minimize pull-out conflicts during electives or enrichment.

B. Programmatic Support for SWDs

- **Accommodations and modifications** are provided in all enrichment courses as outlined in IEPs.
- Co-teaching models are used in selected non-core subjects to ensure access and support.
- **Adaptive physical education** and accessible materials in art/music courses are provided as needed.

C. Outreach and Encouragement

- All families receive information about elective and enrichment options
- Counselors and teachers intentionally recruit underrepresented students for advanced coursework, arts programs, and leadership opportunities.

Identify at least one local, state, or federal funding source that supports the efforts.

The school leverages **local, state, and federal funding** to sustain and expand well-rounded education programs:

Funding Source Purpose and Use Title I Academic Enrichment, and supplemental materials for ED students. **IDEA Specialized** supports and adaptive materials for SWDs to access enrichment and elective classes.

WELL-ROUNDED EDUCATION — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
9. THE SCHOOL HAS PROVIDED A GENERAL DESCRIPTION OF ITS VISION FOR A WELL-ROUNDED EDUCATION ALIGNED TO ESSA.	☐ X	☐	
10. THE SCHOOL HAS IDENTIFIED COURSES AND OPPORTUNITIES BEYOND CORE SUBJECTS, ORGANIZED BY GRADE BAND.	☐ X	☐	
11. THE SCHOOL HAS IDENTIFIED AT LEAST ONE ACTION THE SCHOOL WILL TAKE TO ENSURE EQUITABLE ACCESS FOR ALL STUDENTS, INCLUDING STUDENTS WITH DISABILITIES.	☐ X	☐	
12. THE SCHOOL HAS IDENTIFIED AT LEAST ONE LOCAL, STATE, OR FEDERAL FUNDING SOURCE THAT SUPPORTS THE EFFORTS.	☐ X	☐	

Disciplinary Practices

Describe the following:

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

Review and analyze student discipline data

List at least one step to be taken to reduce lost of instruction time due to student discipline.

To reduce lost instructional time due to disciplinary actions and to eliminate disparities in discipline practices across student subgroups, the following steps will be taken:

Actions and Strategies:

- **Data Collection and Monitoring:**
 - Utilize the school's student information system to collect discipline data disaggregated by race, gender, disability status, English learner status, and other relevant subgroups.
 - Monitor referrals, suspensions, expulsions, and in-school removals on a monthly basis.
 - Create a discipline data dashboard to be reviewed quarterly by the School Leadership Team (SLT) and shared with staff.

Root Cause Analysis:

- Conduct quarterly discipline data audits to identify patterns or trends (e.g., high referral rates for specific subgroups).

- o Engage in root cause analysis using equity-focused protocols during SLT and staff professional development sessions.

Professional Development:

- Provide ongoing professional development in the whole child model, culturally responsive classroom management, trauma informed practices, and restorative justice approaches.
- Include implicit bias training to raise awareness and promote equitable treatment of all students.

Restorative Practices Implementation:

- Increase the use of restorative practices such as restorative circles, peer mediation, and conferencing to resolve conflicts without removing students from instruction.

DISCIPLINARY PRACTICES — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
13. THE SCHOOL HAS PROVIDED AT LEAST ONE STEP TO BE TAKEN TO REDUCE LOST INSTRUCTIONAL TIME DUE TO STUDENT DISCIPLINE.	☒	☐	

Safe, Supportive, and Healthy Environments

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

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

To reduce Schools of Perea's chronic absenteeism rate of 25.6%, Perea will prioritize providing safe, supportive, and healthy learning environments for all students by maintaining a high-expectation culture focused on academic success, positive behavior, student well-being, and strong relationships among students, staff, families, and the community. The school's priority needs include improving attendance, reducing chronic absenteeism, and fostering a positive school climate where all students feel valued, connected, and supported. These priorities align with the school's commitment to creating an environment that promotes the Whole-Child concept for both academic achievement and social-emotional growth.

To provide a safe environment, the school will implement and monitor the use of an RTI-B behavior framework that includes a behavior matrix, expectations, progressive discipline practices, and logical consequences that promote consistency across classrooms. Regular

classroom and schoolwide culture and climate walkthroughs will be conducted to assess implementation, provide feedback, and identify areas for improvement. Students will receive explicit instruction, and modeling opportunities to learn behavioral expectations and routines that contribute to a safe and orderly learning environment.

To provide a supportive environment, the school will utilize weekly social-emotional learning (SEL) using the Change Makers curriculum, positive and immediate feedback, student recognition programs, attendance and behavior incentives, counseling services, and targeted supports through RTI²-B processes. Monthly meetings and ongoing family engagement activities will strengthen partnerships between home and school, ensuring that families are active participants in supporting student success. The school will also use attendance monitoring systems and collaboration with our partnership with Communities in Schools team to address barriers that impact student engagement and attendance.

To provide a healthy environment, Perea will promote students' social, emotional, and physical well-being through SEL instruction, positive behavioral supports, wellness initiatives, and access to appropriate student support services. The school will focus on reducing chronic absenteeism, increasing student participation, and fostering a positive sense of belonging through behavior celebrations, grade-level assemblies, and schoolwide recognition programs. These efforts will help ensure students are engaged, emotionally supported, and prepared for academic success.

Perea will support these efforts through a combination of local, state, and federal funding sources, including network operational funds and Title I funds. These resources will be used to support social-emotional learning programming, student wellness initiatives, attendance interventions, behavior supports, family engagement activities, professional development, instructional resources, and services for students with disabilities. Through these investments, the school will continue to strengthen safe, supportive, and healthy learning environments that ensure every student has access to the resources and support needed to thrive academically, socially, and emotionally.

SAFE, SUPPORTIVE & HEALTHY ENVIRONMENTS — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
14. THE SCHOOL HAS PROVIDED AND ANALYZED SCHOOL CLIMATE DATA TO IDENTIFY AT LEAST ONE PRIORITY FOR PROVIDING A SAFE, SUPPORTIVE, AND HEALTHY ENVIRONMENT.	☐	☒	PROVIDE AND ANALYZE SCHOOL CLIMATE DATA
15. THE SCHOOL HAS PROVIDED AT LEAST ONE WAY IT WILL ADDRESS THE IDENTIFIED PRIORITIES FOR PROVIDING A SAFE, SUPPORTIVE, AND HEALTHY ENVIRONMENT.	☒	☐	

Integration and Effective Use of Technology in the Classroom

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

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

Use the heading below:

Describe the data and level of access to technology that students have as part of the instructional program.

Current Status:

The school has made significant strides in ensuring equitable access to instructional technology for all students across grade levels:

- **Grades (K–7):**
 - All students in grades 3–5 have 1:1 access to Chromebooks or tablets.
 - Students in K–2 share devices on a 2:1 ratio, with dedicated carts available in each classroom.
 - Interactive smart boards and document cameras are available in all classrooms.

Connectivity: The school has strengthened Wi-Fi coverage throughout the building.

II. Ensuring Effective Use of Technology by Students and Educators

Strategies and Implementation:

- **Digital Literacy and Skills Instruction:**
 - Use learning management systems (e.g., Google Classroom or Canvas) for assignments, discussions, and feedback.

Identify at least one challenge faced in integrating technology into practice.

Identified Challenges:

Device Maintenance and Lifecycle Management:

- Aging devices and limited support staff delay repairs and device replacements.

Steps Being Taken:**Device Management Plan:**

- Develop a 3–5-year technology replacement and upgrade cycle.

Identify at least one possible funding source for increasing access to technology.

Use of funds from Title I allocation

TECHNOLOGY — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
16. THE SCHOOL HAS PROVIDED DATA AND DESCRIBED THE LEVEL OF ACCESS TO TECHNOLOGY THAT STUDENTS HAVE AS PART OF THE INSTRUCTIONAL PROGRAM.	☒	☐	
17. THE SCHOOL HAS IDENTIFIED AT LEAST ONE CHALLENGE FACED IN INTEGRATING TECHNOLOGY INTO PRACTICE.	☒	☐	
18. THE SCHOOL HAS IDENTIFIED AT LEAST ONE STEP TO BE TAKEN TO ADDRESS THE IDENTIFIED CHALLENGES.	☒	☐	
19. THE SCHOOL HAS IDENTIFIED AT LEAST ONE POSSIBLE FUNDING SOURCE FOR INCREASING ACCESS TO TECHNOLOGY.	☒	☐	

Parent and Family Engagement

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

- A description of the barriers that exist to greater engagement by families and how the school is addressing those barriers.
- The strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with the student academic achievement in the school.

- A description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students, black, Hispanic, Native American students, English learners, students with disabilities).

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

Identified Barriers:

Scheduling Conflicts & Work Obligations:

- Many families, particularly those from low-income backgrounds, work multiple jobs or have non-traditional work hours, limiting their ability to attend school events.

Lack of Transportation or Childcare:

- Some families face challenges attending events due to limited access to transportation or lack of childcare.

School Responses to Address Barriers:

- Offer flexible scheduling for family events, including morning, evening, and virtual options.
- Offer activities for students during parent workshops and events.
- Partner with local organizations and faith-based groups to host events off-site in familiar, accessible community spaces.

I. Strategies for Implementing Effective and Meaningful Family Engagement Activities Aligned with Student Academic Achievement

Core Strategies:

1. Academic-Focused Family Workshops:

- Host monthly “Family Academic Nights” focusing on literacy, math, and science strategies parents can use at home.
- Provide hands-on sessions on how to support homework, understand progress reports, and interpret standardized test results.

1. Two-Way Communication:

- Regularly survey families for feedback and input into school decisions (e.g., school climate, programs, school calendar).

1. Student-Led Conferences:

- Empower students to lead parent conferences, showcasing their academic progress and setting goals with their families.

1. Parent and Family Leadership Opportunities:

- Encourage participation in the School Site Council, Parent Teacher Organization (PTO).

1. Annual Family Engagement Plan:

- Develop and share an annual engagement calendar aligned with curriculum pacing guides, ensuring each event ties back to grade-level learning outcomes.

English Learners (ELs):

- Ensure **translation services** are available for all school documents and meetings.
- Create an **English Learner Family Orientation** to help families understand the U.S. school system, academic expectations, and available supports.

Provide a general description of family and community engagement activities to be implemented. What are you planning to do?

At least half of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school. (Highlight the activities listed above that are academically focused and aligned to the academic needs of the school)

At least one activity to engage parents and families of English Learners. (If applicable) (Underline the activity that applies to families of English Learners.)

PARENT & FAMILY ENGAGEMENT — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
20. THE SCHOOL PROVIDES A GENERAL DESCRIPTION OF FAMILY AND COMMUNITY ENGAGEMENT ACTIVITIES TO BE IMPLEMENTED.	☒	☐	
21. AT LEAST HALF OF THE FAMILY AND COMMUNITY ENGAGEMENT ACTIVITIES DESCRIBED HAVE AN ACADEMIC FOCUS AND ARE ALIGNED TO THE ACADEMIC NEEDS OF THE SCHOOL.	☒	☐	
22. THERE IS AT LEAST ONE ACTIVITY TO ENGAGE PARENTS AND FAMILIES OF ENGLISH LEARNERS. (IF APPLICABLE)	☐	☒	INCLUDE/UNDERLINE ENGAGEMENT FOR EL PARENTS

Professional Learning for Educators

Describe how professional development for teachers, principals, and other school leaders will build capacity for high quality instruction, positively impact student academic

achievement, and address the needs of educators in the school to teach all learners, including those with disabilities. Include in the response:

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

Planned Professional Development for Teachers

The school has identified a need to strengthen instructional practices, increase student achievement in literacy and mathematics, improve data-driven decision-making, and ensure equitable access to high-quality instruction for all learners, including students with disabilities, English learners, and economically disadvantaged students. These needs are determined through the analysis of student achievement data, benchmark assessments, classroom walkthroughs, teacher evaluations, PLC discussions, intervention data, stakeholder surveys, and feedback from instructional leaders and teachers. The leadership team regularly reviews performance trends and instructional implementation data to identify areas requiring additional support and professional learning. The school also analyzes subgroup data to ensure that students with disabilities and other special populations receive appropriate instructional supports and accommodations.

Professional development opportunities are designed to build teacher and leader capacity through ongoing job-embedded learning, coaching, collaboration, and reflection. The school will provide professional learning that focuses on Tennessee academic standards, evidence-based instructional practices, differentiated instruction, special education supports, inclusive classroom practices, data analysis, intervention strategies, social-emotional learning, and effective use of instructional technology. School leaders will participate in leadership development focused on instructional coaching, monitoring implementation, providing actionable feedback, and leading professional learning communities.

List Activities for Teachers

- Weekly Professional Learning Communities (PLCs) focused on student work analysis and instructional planning
- Instructional Coaching Cycles (Modeling, Observation, Feedback, and Reflection)
- Professional Development on Tennessee Academic Standards and Curriculum Alignment
- Training on Differentiated Instruction and Small Group Instruction

- Data Analysis and Progress Monitoring Workshops
- MTSS/RTI Training and Intervention Planning Sessions
- Classroom Management and Social-Emotional Learning Training
- Equity, Cultural Responsiveness, and Family Engagement Training

Describe how the activities demonstrates the likelihood of positive impact on students academic achievement and teacher and leader capacity.

The school's professional development plan is intentionally designed to connect educator learning directly to student outcomes. Through ongoing coaching, collaboration, data analysis, and targeted training, teachers and leaders will develop the skills necessary to deliver rigorous, standards-based instruction and provide appropriate supports for diverse learners. Professional learning focused on differentiation, intervention, inclusion, and evidence-based instructional practices ensures that all students, including those with disabilities, have access to high-quality instruction. As teacher effectiveness and leadership capacity increase, students will benefit from stronger classroom instruction, more targeted interventions, improved engagement, and higher levels of academic achievement. The continuous cycle of learning, implementation, monitoring, and feedback promotes sustained improvement and supports the school's goal of ensuring success for every learner. **These activities align to the school's identified priory need to improve the implementation of standard aligned core instruction using HQIM in ELA and math.**

Which identified need does the activity address in the needs assessment?

Planned Professional Development for Leaders

School leaders will participate in ongoing professional learning designed to strengthen instructional leadership and support school improvement priorities.

List Activities for Leaders

Leadership development opportunities will include:

- Instructional leadership coaching and walkthrough calibration
- Data analysis and school improvement planning
- Effective PLC facilitation and teacher support
- Special education compliance and inclusive leadership practices

- MTSS implementation and progress monitoring
- Coaching and feedback strategies for teacher growth
- Social-emotional learning and school climate leadership
- Family and community engagement practices
- Strategic planning and continuous improvement processes

Describe how the activity demonstrates the likelihood of positive impact on students academic achievement and teacher and leader capacity.

These opportunities will increase the capacity of school leaders to create systems that support high-quality instruction, monitor implementation with fidelity, and ensure that all students, including students with disabilities, receive equitable access to rigorous learning experiences. Strong leadership practices contribute to improved teacher effectiveness, consistent instructional expectations, and increased student achievement across all student groups. **These activities align to the school's identified priory need to improve the implementation of standard aligned core instruction using HQIM in ELA and math.**

Which identified need does the activity address in the needs assessment?

PROFESSIONAL LEARNING — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
23. THE SCHOOL HAS PROVIDED A GENERAL DESCRIPTION OF PLANNED PROFESSIONAL DEVELOPMENT ACTIVITIES FOR TEACHERS AND LEADERS.	☒	☐	
24. THE PLANNED PROFESSIONAL DEVELOPMENT ACTIVITIES ARE DESCRIBED TO DEMONSTRATE THE LIKELIHOOD OF POSITIVE IMPACT ON STUDENT ACADEMIC ACHIEVEMENT AND TEACHER AND LEADER CAPACITY.	☒	☐	
25. THE PROFESSIONAL DEVELOPMENT ACTIVITIES DESCRIBED ADDRESS AT LEAST ONE OF THE NEEDS IDENTIFIED IN THE NEEDS ASSESSMENT.	☐	☒	RESPOND TO HIGHLIGHTED AREA ABOVE

Educator Placement

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

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

Review and analyze educator's placements to determine whether low income and minority students are being taught by ineffective, inexperienced, or out of field teachers at a higher rate than other students.

Provide at least one procedure to ensure equitable access to highly effective teachers and address identified disparities

Process to Review and Analyze Educator Placement

Purpose:

To ensure that all students—especially low-income students, students of color, and students with disabilities—have equitable access to effective, experienced, and in-field educators.

Data Review and Analysis Process:

- **Annual Educator Equity Audit:**
- The school conducts an annual review of teacher placement and effectiveness data in collaboration with the district human resources (HR) department and school leadership team.
- **Data Sources Utilized:**
- **Teacher effectiveness ratings** from district evaluation systems (based on classroom observations and student growth measures).
- **Years of experience** of assigned teachers, including identification of early-career (0–3 years) educators.
- **Teacher certification records**, including out-of-field assignments.
- **Student demographic data**, including socioeconomic status, race/ethnicity, English learner status, and IEP eligibility.
- **Equity Lens Disaggregation:**
- Data is disaggregated to determine whether low-income students or students of color are disproportionately assigned to:
- Teachers rated "ineffective"
- Teachers with less than 3 years of experience
- Teachers not certified in the subject or grade level they are teaching
- **Mapping and Monitoring:**

- Class rosters are analyzed each semester to monitor equitable access to qualified teachers across classrooms and subject areas.

EDUCATOR PLACEMENT — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
26. THE SCHOOL HAS PROVIDED A GENERAL DESCRIPTION OF THE PROCESS USED TO REVIEW AND ANALYZE STUDENT AND TEACHER DATA TO DETERMINE WHETHER LOW-INCOME AND MINORITY STUDENTS ARE BEING TAUGHT BY INEFFECTIVE, INEXPERIENCED, OR OUT-OF-FIELD TEACHERS AT A HIGHER RATE THAN OTHER STUDENTS.	☒	☐	
27. THE SCHOOL HAS PROVIDED AT LEAST ONE PROCEDURE TO ENSURE EQUITABLE ACCESS TO HIGHLY EFFECTIVE TEACHERS AND ADDRESS IDENTIFIED DISPARITIES.	☒	☐	

Identify Priorities and Root Causes

Using provided, local, and other available data, school planners must conduct a thorough needs assessment that includes the identification of strengths and challenges, articulation of clear priorities, and identification of prior strategies that supported improvements and root causes that may have limited the gains experienced in the priority area.

Identified priorities will serve as the focus for goals for the three-year plan for the school. School planners should identify specific subgroups and other areas of need for use when tailoring the inherited goals and/or adding goals to address the school context.

School-level data has been provided through TNShare to each district. District-level planners with access to the data should provide the data file to school planning teams.

Data analysis must include the following required areas: ELA, math, college career readiness and/or ACT/SAT, graduation rate, and student attendance. Upon completion, identify the school's areas of overall and greatest need for improvement for the next 3 years.		
Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus area,	Prior strategies that have supported improvements and challenges that may or may not have contributed to the	Root cause for slow or limited gains in the priority area

grade bands, subgroups, etc. For any area required for analysis that is not identified for improvement, state the area and "No improvement identified." For example, Student attendance – No improvement identified.	outcomes for the identified areas of improvement	
Math K-12 (What grade level(s) and/or subgroups?)	Use these heading. Describe Strategies that may or may not have support improvements Challenges	
3rd Grade ELA	Strategy: Standard Aligned Core Instruction Evidence of success: 100% of teachers participated in weekly PLC meetings to increase lesson internalization, as well as monthly iReady data meetings to discuss student growth, intervention, and next steps. 45.6% of grade 3 students met or exceeded proficiency on the Spring 2026 TCAP assessment.	ELA instruction often focused solely on isolated skills or below grade-level materials rather than integrated standards-based lessons.
ELA	Strategy: Standard Aligned Core Instruction using HQIM 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. Evidence of success: 100% of educators participated in	ELA instruction often focused on isolated skills or below grade-level materials rather than integrated standards-based lessons.

	weekly PLC meetings to discuss lessons to promote lesson internalization. Overall, 3-7 ELA proficiency increased from 47.1% to 55.7% on the 2026 TCAP assessment. In grade 3, 45.6% of students met/exceeded proficiency, grade 4, 75.4% of students met/exceeded proficiency, grade 5, 42.3% met/exceeded proficiency, grade 6, 55.6% of students met/exceeded proficiency on the 2026 TCAP assessment.	
Math	Strategy: Provide support to ensure that an effective instructional model is implemented. Evidence of success: 100% of math teachers participated in weekly PLCs to analyze data to make instructional decisions. 26.4% of all students in grades 3-6 met/exceeded proficiency on the 2026 TCAP assessment. By grade level, 33.3 in grade 3, 33.8% in grade 4, 9.6% in grade 5, and 19.1% in grade 6 met/exceeded proficiency on the TCAP assessment.	Planning and data analysis did not consistently result in actionable instructional adjustments, targeted interventions, and implementation of a common instructional model across grades 2-6
Climate & Access: Chronically Out of School (What grade level(s), and/or subgroups?)	Strategy: Partnership with Community in Schools to support reducing the COS rate. Incentive based initiatives and parental support to address attendance barriers will be; used. Evidence of Success: For 25-26, the daily attendance rate was 92.3%, which was an increase from 90.2% in 24-25 SY. The	Lack of transportation, health related issues, limited access to resources

	chronic absenteeism rate was 25.8%, which was a decrease from 34.8% chronic absenteeism rate in 24-25 SY	
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PRIORITIES & ROOT CAUSES — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
28. THE SCHOOL REVIEWED THE DATA THAT INCLUDES BUT IS NOT LIMITED TO EACH OF THE REQUIRED DATA SECTIONS (I.E. ACADEMIC ACHIEVEMENT AND GROWTH - ELA (GRADE 3, EARLY LITERACY, GRADES 4-12) AND MATH (GRADES K-12), GRADUATION RATE, COLLEGE AND CAREER READINESS AND/OR ACT/SAT, STUDENT ATTENDANCE).	☐	☒	INCLUDE DATA REVIEW FOR ALL REQUIRED AREAS. INCLUDE GRADE LEVEL INFORMATION FOR EACH.
29. THE SCHOOL HAS IDENTIFIED NEEDS.	☒	☐	
30. THE SCHOOL HAS PRIORITIZED AREAS OF IMPROVEMENT FOR THE NEXT THREE YEARS (IDEALLY 3-5).	☒	☐	
31. THE SCHOOL HAS PROVIDED A DESCRIPTION OF PROGRESS AND CHALLENGES THAT MAY OR MAY NOT HAVE CONTRIBUTED TO THE OUTCOMES FOR THE IDENTIFIED AREAS OF IMPROVEMENT, AS APPLICABLE.	☐	☒	THIS IS REFERENCING PROGRESS AND CHALLENGES FROM THE PREVIOUS YEAR.
32. THE SCHOOL HAS PROVIDED A DESCRIPTION OF PRIOR STRATEGIES THAT MAY OR MAY NOT HAVE CONTRIBUTED TO THE OUTCOMES, INCLUDES SOME REFLECTION ON PRIOR YEAR STRATEGIES THAT MAY OR MAY NOT HAVE CONTRIBUTED (POSITIVELY OR NEGATIVELY) TO SCHOOL OUTCOMES.	☐	☒	IT IS UNCLEAR IF YOU ARE REFERENCING STRATEGIES FROM THE PREVIOUS YEAR. THIS SECTION IS REFERENCING PREVIOUS YEAR STRATEGIES THAT MAY OR MAY NOT HAVE CONTRIBUTED POSITIVELY OR NEGATIVELY.

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
33. THE SCHOOL HAS PROVIDED A DESCRIPTION THAT IDENTIFIES SOME ROOT CAUSES TO EXPLAIN THE REASONS FOR THE CHALLENGES FACED THAT ARE WITHIN THE SCHOOL'S CONTROL TO ACT ON AND VARY APPROPRIATELY BASED ON THE SCHOOL'S DATA.	☐	☒ X	ONLY INCLUDE INFORMATION UNDER THE SCHOOL'S CONTROL. (LACK OF TRANSPORTATION, HEALTH RELATED ISSUES, LIMITED ACCESS TO RESOURCES)

Goals and Strategies

GOALS — ADVISOR FEEDBACK			
RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
34. THE SCHOOL HAS REVIEWED THE AREAS OF IMPROVEMENT AND HAS IDENTIFIED A REASONABLE NUMBER OF 3-YEAR GOALS (IDEALLY 3-5).	☐	☒ X	INCLUDE GOALS FOR ELA AND COS.
35. THE GOALS ADEQUATELY ALIGN TO THE IDENTIFIED AREAS OF IMPROVEMENT.	☐	☒ X	INCLUDE GOALS FOR ELA AND COS.
36. THE GOALS ARE SMART (SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT, AND TIME-BOUND) AND INCLUDE COMPONENTS THAT ADDRESS WHAT IS TO BE IMPROVED, FOR WHOM, THE AMOUNT OF EXPECTED IMPROVEMENT, AND BY WHEN.	☐	☒ X	INCLUDE GOALS FOR ELA AND COS.
37. THE SCHOOL HAS PROVIDED ADEQUATE AND MOSTLY HIGH-QUALITY GOAL STATEMENTS.	☐	☒ X	INCLUDE GOALS FOR ELA AND COS.
38. THE SCHOOL HAS PROVIDED GOAL STATEMENTS THAT ARE ACCOMPANIED BY AMBITIOUS BUT ATTAINABLE ANNUAL TARGETS LEADING TO THE THREE-YEAR GOAL.	☐	☒ X	INCLUDE GOALS FOR ELA AND COS.
39. ADDITIONAL PRIORITY/CSI COMPONENT: -THREE-YEAR GOALS CLEARLY OUTLINE A PATHWAY TO ACHIEVE PRIORITY/COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) EXIT CRITERIA (SCHOOL'S ONE YEAR SUCCESS RATE FOR THE ALL STUDENTS GROUPS EXCEEDS THE 10TH PERCENTILE IN THE STATE IN BOTH OF THE TWO MOST RECENT YEARS; SCHOOL'S ONE-YEAR SUCCESS RATE FOR THE ALL STUDENTS GROUP EXCEEDS THE 15TH PERCENTILE IN THE STATE IN THE MOST RECENT YEAR; SCHOOL EARNS A TVAAS COMPOSITE LEVEL OF 4 OR 5 IN TVAAS NUMERACY COMPOSITE AND TVAAS LITERACY COMPOSITE FOR BOTH OF THE TWO MOST RECENT YEARS; AND/OR SCHOOL WITH GRADUATION RATES GRADUATE AT LEAST 67 PERCENT OF ITS STUDENTS IN BOTH OF THE TWO MOST RECENT YEARS) .	☐	☐	N/A

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
40. ADDITIONAL PRIORITY/CSI COMPONENT: ANNUAL TARGETS MUST REFLECT A PATHWAY TO MEET PRIORITY/COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) EXIT CRITERIA. (SCHOOL'S ONE YEAR SUCCESS RATE FOR THE ALL STUDENTS GROUPS EXCEEDS THE 10TH PERCENTILE IN THE STATE IN BOTH OF THE TWO MOST RECENT YEARS; SCHOOL'S ONE-YEAR SUCCESS RATE FOR THE ALL STUDENTS GROUP EXCEEDS THE 15TH PERCENTILE IN THE STATE IN THE MOST RECENT YEAR; SCHOOL EARNS A TVAAS COMPOSITE LEVEL OF 4 OR 5 IN TVAAS NUMERACY COMPOSITE AND TVAAS LITERACY COMPOSITE FOR BOTH OF THE TWO MOST RECENT YEARS; AND/OR SCHOOL WITH GRADUATION RATES GRADUATE AT LEAST 67 PERCENT OF ITS STUDENTS IN BOTH OF THE TWO MOST RECENT YEARS) .	☐	☐	N/A

Goal 1: Grade 3 ELA (Required)

70% of students will score proficient on the 3rd grade TCAP by 2029 ____.
(Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.)

Year	Annual Target (At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*)	Data Sources
2026-27	The percentage of students who are On Track/Mastered on TCAP ELA will increase from 45.6% in May 2026 to 46.82% by May 2027.	3 rd ELA TCAP
2027-28	The percentage of students who are On Track/Mastered on TCAP ELA will increase from 46.82% in May 2027 to 48.04% by May 2028.	3 rd ELA TCAP
2028-29	The percentage of students who are On Track/Mastered on TCAP ELA will increase from 48.04% in May 2028 to 49.26% by May 2029.	3 rd ELA TCAP

* Pursuant to Tenn. Code Ann. § 49-3-114, the 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

A goal-setting tool to support school planners in thinking about goals and annual targets is available on the [TDOE Planning Website](#) under School Planning Resources for District Leaders.

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable
<u>Strategy and description</u> <u>Standard Aligned Core Instruction</u> – Provide daily access to a rigorous (insert/ identify goal focus: 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.	<u>Implementation</u> Weekly classroom observations will be conducted using the Instructional Practice Look-Fors. <u>Improvement</u> 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter, and Spring), which align with the grade-level core instructional standards. Monthly review of TEAM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.		

Goal 2

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Goal 2:

By May 2029, Schools of Perea will increase the percentage of students who score proficient in Grades 3-7 **Math** outcomes for all students, students with disabilities and English learners.

- All students - from 24.9% to 31.7%
- 3rd-5th 26.4% to 32.9% (ALL); 0.0% to 10.5%(SWD)
- 6th 19.1% to 26.7% (ALL); 0.0 % to 10.5% (SWD)

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27	The percentage of students who are On Track/Mastered on TCAP Math will increase from 24.9% in May 2026 to 29.6% in May 2027. The percentage of Grades 3-5 students who are On Track/Mastered on TCAP Math will increase from 26.4% in 2026 to 30.2% in May 2027. The percentage of Grade 6 students who are On Track/Mastered on TCAP Math will increase from 19.1% in May 2026 to 24.2% in May 2027. The percentage of SWD who are On Track/Mastered on TCAP Math will increase from 0.0% in May 2026 to 3.5% in May 2027.	TCAP
2027-28	The percentage of students who are On Track/Mastered on TCAP Math will increase from 29.6% in May 2027 to 34.3% in May 2028 The percentage of Grades 3-5 students who are On Track/Mastered on TCAP Math will increase from 30.2% in May 2027 to 34.9% in May 2028. The percentage of Grade 6 students who are On Track/Mastered on TCAP Math will increase from 24.2% in May 2027 to 29.2% in May 2028 The percentage of SWD who are On Track/Mastered on TCAP Math will increase from 3.5% in May 2027 to 7.0% in May 2028.	TCAP
2028-29		TCAP

	The percentage of students who are On Track/Mastered on TCAP Math will increase from 34.4% in May 2028 to 39.0% in May 2029. The percentage of Grades 3-5 students who are On Track/Mastered on TCAP Math will increase from 34.9% in May 2028 to 39.5% in May 2029 The percentage of Grade 6 students who are On Track/Mastered on TCAP Math will increase from 29.2% in May 2028 to 34.3% in May 2029. The percentage of SWD who are On Track/Mastered on TCAP Math will increase from 7.0% in May 2028 to 10.5% in May 2029.	
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Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable
Strategy and Description: Targeted Intervention and Personalized Learning – Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners	Implementation 23 day progress monitoring data review will show students performance in targeted intervention to determine the next steps of intervention support. Conduct daily walkthroughs to monitor teacher		

to improve student achievement in Math.	implementation of tutoring plans. Improvement Every quarter 60% of tutored students move at least one performance level on quarterly benchmark assessments Tutored students outperform non-tutored peers by 10% on interim assessments quarterly.		

Goal 3

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Goal 3:

By May 2029, (Insert your school's name) will increase the percentage of students who score proficient in (insert grade levels) ACT outcomes for all students, students with disabilities and English learners.

- All students - from ##.##% to ##.##%
- 3rd-5th 25% to 46.4% (ALL); 22.7% to 37.7%(SWD); 31.1% to 46.5% (ELL)
- 6th -8th 25% to 46.4% (ALL); 17.0 % to 32.0% (SWD); 15.9% to 33.4% (ELL)
- English I 25% to 46.4% (ALL); 9.2% to 24.2% (SWD); 12.7% to 26.9% (ELL)
- English II 25% to 46.4% (ALL); 13.1% to 28.1% (SWD; 18.5% to 33.5% (ELL)

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27	<u>Include your school's grade levels and breakdown based on student groups</u> All students – from xx% to xx% 3rd–5th xx% to xx%, All xx% to xx%, SWD xx% to xx%, ELL xx% to xx%	ACT
2027-28	<u>Include your school's grade levels and breakdown based on student groups</u> All students – from xx% to xx% 3rd–5th xx% to xx%, All xx% to xx%, SWD xx% to xx%, ELL xx% to xx%	ACT
2028-29	<u>Include your school's grade levels and breakdown based on student groups</u> All students – from xx% to xx% 9th–12th xx% to xx%, All xx% to xx%, SWD xx% to xx%, ELL xx% to xx%	ACT

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable
<u>Strategy description</u>	Implementation		

Early Post-Secondary Opportunities - Develop and expand opportunities for students to access multiple early post-secondary opportunities (EPSO) and advance academic courses while enrolled in high school in order to increase students' college and career readiness.	Counselors will work with partner universities to complete application process and admission paperwork for students in Dual Enrollment class each semester. AP Courses: Offer multiple AP courses each semester through AP Access for ALL to increase participation in advanced academics. EPSO opportunities will be scheduled throughout the school year with quarterly monitoring to track enrollment, participation, and successful completion. Improvement Quarterly review of students enrolled in each Advanced Academics course comparing grade distribution, course participation, and Dual Credit exam success rate to the previous		
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	year with an increase of 15%. 100% of students enrolled in advanced placement classes will attend weekly tutoring for support		
ACT Preparation – Provide targeted content and test taking skills support to students in the 16-20 ACT composite cohort to undergird content area deficits, improve testing stamina and address school-wide areas for concern in achieving a composite score of 21.	Implementation Quarterly review of student's ACT formative assessment data to monitor success rates in ACT supported courses. Initial Review of ACT Diagnostic data to inform instructional decisions for small group targeted skills practice will be conducted every semester. Improvement Student ACT composites should increase incrementally each quarter as students' progress toward increasing overall composite score averages from 15.27 to		

	16.5 during the school year.		

Goal 4

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Goal 4:

<Insert and tailor district goal to school specific data and/or context.>

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27		
2027-28		
2028-29		

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable
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Goal 5

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Goal 5:

<Insert and tailor district goal to school specific data and/or context.>

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27		
2027-28		
2028-29		

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable
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Goal 6

State the school's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Goal 6:

<Insert and tailor district goal to school specific data and/or context.>

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27		
2027-28		
2028-29		

Strategies: Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable

STRATEGIES, ACTION STEPS & BENCHMARK INDICATORS — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
41. STRATEGY/STRATEGIES SHOW AN ADEQUATELY LOGICAL CONNECTION TO THE IDENTIFIED GOAL(S) BUILDING TO THE THEORY OF ACTION.	☐	☐ x	INCLUDE INFORMATION FOR ELA AND COS
42. STRATEGY DESCRIPTIONS CLEARLY AND CONCISELY STATE WHAT THE STRATEGY IS AND ALIGN WITH THE DISTRICT'S EXPECTATIONS FOR IMPLEMENTATION.	☐	☐ x	INCLUDE INFORMATION FOR ELA AND COS
43. ADDITIONAL PRIORITY/CSI COMPONENT: LABEL EACH STRATEGY SEQUENTIALLY AS S1, S2, S3, ETC., AND PLACE EACH ONE IN ITS OWN ROW WITHIN THE TABLE.	☐	☐	N/a
44. ADDITIONAL PRIORITY/CSI COMPONENT: UNDER EACH STRATEGY, INCLUDE AT LEAST ONE BULLETED ACTION THAT DESCRIBES HOW THE STRATEGY WILL BE IMPLEMENTED (FOR EACH GOAL, RESTART THE STRATEGY NUMBER AT S1).	☐	☐	N/A
45. ADDITIONAL PRIORITY/CSI COMPONENT: INCLUDE STRATEGIES AND ACTIONS THAT SUPPORT IMPLEMENTATION OF THE TIS INTERVENTION OPTION.	☐	☐	N/A
46. ADDITIONAL PRIORITY/CSI COMPONENT: ACTION STEP(S) SHOW AN ADEQUATELY LOGICAL CONNECTION TO THE STRATEGIES.	☐	☐	N/A
47. ADDITIONAL PRIORITY/CSI COMPONENT: ACTION STEPS ARE APPROPRIATELY NAMED.	☐	☐	N/A
48. ADDITIONAL PRIORITY/CSI COMPONENT: DESCRIPTIONS OF THE ACTION STEPS PROVIDE ADEQUATE DETAIL REGARDING THE ACTIONS TO BE TAKEN.	☐	☐	N/A
49. AT LEAST ONE WELL-DEVELOPED BENCHMARK INDICATOR EXISTS FOR EACH STRATEGY IDENTIFIED IN THE PLAN.	☐	☐ x	INCLUDE INFORMATION FOR ELA AND COS
50. THE BENCHMARK INDICATORS IDENTIFIED ARE GENERALLY LEADING (PREDICTIVE) INDICATORS OF THE GOAL AND/OR INCLUDE SOME OUTPUT MEASURES SUCH AS OBSERVED CHANGE IN PRACTICE.	☐	☐ x	INCLUDE INFORMATION FOR ELA AND COS
51. THE BENCHMARK INDICATORS IDENTIFIED ARE GENERALLY SUFFICIENT FOR SHOWING PROGRESS OF THE ASSOCIATED STRATEGY'S IMPLEMENTATION AND IMPROVEMENT TOWARD MEETING THE GOAL USING DATA AND EVIDENCE.	☐	☐ x	INCLUDE INFORMATION FOR ELA AND COS

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
52. THE BENCHMARK INDICATORS IDENTIFIED ARE COLLECTED FREQUENTLY ENOUGH TO SERVE AS LEADING MEASURES (E.G., MORE THAN ONCE A YEAR).	☐	☒ X	INCLUDE INFORMATION FOR ELA AND COS
53. ADDITIONAL PRIORITY/CSI COMPONENT: THE SCHOOL HAS CATEGORIZED BENCHMARK INDICATORS USED TO MONITOR PROGRESS THROUGHOUT THE YEAR INTO "IMPLEMENTATION" AND "EFFECTIVENESS" MEASURES. INCLUDED 2-3 INDICATORS AND INCLUDED FREQUENCY OF MONITORING.	☐	☐	N/A

Additional School Plan Components

Schoolwide Plan (only to be completed by schoolwide schools)

Opportunities for All Students

Describe how the school will ensure that all students, including those from economically disadvantaged backgrounds, major racial and ethnic groups, students with disabilities (SWDs), English learners (ELs), and students identified as at risk of not meeting state academic standards, are provided with meaningful opportunities to meet challenging state academic standards.

Use the information from your strategies in your SIP and use these heading.

Opportunities for all students

Teachers and staff will analyze student data from common formative assessments to identify skills and standards that have not been mastered in order to target instruction and re-teach with different strategies.

Students will use EL and Ready Reading (high-quality text) to practice citing evidence from the text to support responses, build comprehension, and build stamina. Teachers will scaffold students that need assistance accessing the text, provide sentence starters, and model academic expectations.

At Risk Students

SWDs, as well as Tier 2 and Tier 3 students receive daily small group targeted instruction aligned to their IEP goals. These students also receive scaffolding from general education teachers to access grade level standards. Teachers will engage students in data chats to develop goal setting and action plans for all students. The goal is for each student to have an individualized goal for tracking their progress. For example, the teacher will have a folder for the student to write down current levels and set a goal of

where they want to be in 6-9 weeks. The students will check off the skills they have mastered which will be found in the students' WIN (What I Need) folder.

Strengthening Academics and Quality Learning

Describe how the school will use methods and instructional strategies that strengthen the academic program in the school and increase the amount and quality of learning time.

Use the information from your strategies in your SIP.

Strengthening Academics

Weekly collaborative planning with teachers and instructional leaders to understand how standard should be assessed, what the objective should be, and look at work products. We will spend more time determining which instructional strategies are yielding the results.

Weekly walkthroughs using a walkthrough tool, culture of learning tool, and Foundation Skills tool. The walkthrough tool will provide points to discuss with the educator and provide effective feedback.

Increase Amount and Quality Learning

On-going professional learning opportunities for teachers during the school day and/or after the school day.

Coaching cycles are performed to allow feedback, coaching, and modeling.

Implementing Professional Learning communities with the common goal that ALL students will perform at HIGH levels.

Targeted Assistance Plan (only to be completed by targeted assistance schools)

Strengthening Academics for Title I Schools

Describe how the school will use methods and instructional practices that strengthen the academic program for identified Title I students.

N/A

Regular Education Coordination

Describe how the school will coordinate the Title I program with the other programs including the regular education program, among others.

N/A

Professional Development

Describe how the Title I-supported professional development activities for teachers (including special educators), principals, other school leaders, paraprofessionals, and, if appropriate, other specialized instructional support personnel will meet the needs of identified Title I students.

N/A

SCHOOL-WIDE PLAN & BUDGET — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
54. THE SCHOOL HAS PROVIDED A NARRATIVE RESPONSE TO ALL FIVE SCHOOL-WIDE PLAN COMPONENTS (OPPORTUNITIES FOR ALL STUDENTS, STRENGTHENING ACADEMICS, QUALITY LEARNING, WELL ROUNDED EDUCATION, AND AT-RISK STUDENTS).	☒	☐	
55. THE SCHOOL'S RESPONSES TO ALL OF THE FIVE REQUIRED SCHOOL-WIDE PLAN COMPONENTS GENERALLY ALIGN TO THE ACTIVITIES AND PRIORITY NEEDS IDENTIFIED IN THE NEEDS ASSESSMENT.	☒	☐	
56. THE SCHOOL HAS ENTERED THE AMOUNT OF TITLE I FUNDS ALLOCATED IN THE SCHOOL YEAR IN WHICH THE PLAN WILL BE IMPLEMENTED AND THE AMOUNT MATCHES THE FUNDS ALLOCATED ON THE PPA PAGE OF THE CFA.	☒	☐	
57. THE SCHOOL HAS UPLOADED A SCHOOL-LEVEL BUDGET FOR TITLE I FUNDS AND THE BUDGET AMOUNT EQUALS THE AMOUNT INDICATED IN THE SCHOOL PLAN, SCHOOL-WIDE BUDGET SECTION AND THE AMOUNT ON THE PPA PAGE OF THE CFA.	☐	☐	N/A
58. THE SCHOOL-LEVEL BUDGET OF TITLE I FUNDS GENERALLY ALIGNS TO THE GOALS, STRATEGIES, AND ACTION STEPS DEVELOPED.	☒	☐	
59. ADDITIONAL PRIORITY/CSI COMPONENT: FOR STRATEGIES FUNDED THROUGH SCHOOL IMPROVEMENT GRANT FUNDS, PROVIDE THE GRANT NAME (TAG, SSIG) THE ITEM(S) BEING FUNDED, AND THE AMOUNT FUNDED IN THE OTHER FUNDING SOURCE COLUMN.	☒	☐	

TSI, ATSI Supports (only to be completed by schools with these designations)

What supports are in place to address the needs of the TSI and/or ATSI student subgroups?

TSI/ATSI SUPPORTS — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
60. THE SCHOOL HAS PROVIDED SUPPORTS TO ADDRESS THE NEEDS OF THE TSI STUDENT SUBGROUPS.	☐	☐	

Priority/CSI Designation Only

The Tiered Intervention System (TIS) is a progressive, three-tiered intervention system for Priority/CSI schools designed to provide varying levels of support based on the school's performance and needs. The selected intervention option must be implemented each year of the designation cycle unless the school meets the criteria to exit Priority or CSI status. Please indicate the TIS intervention option the Priority/CSI school will be implementing. Select NA if the school does not have a Priority/CSI designation.

- ☐ LEA-led Evidence Based
- ☐ School Turnaround Expert
- ☐ School Restructure
- ☐ Transfers Operation to a Public Institute of Higher Education
- ☐ Converts to a Public Charter School
- ☐ School Closure
- ☐ School Turnaround Program
- ☐ NA

PRIORITY/CSI — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
61. THE TIERED INTERVENTION SYSTEM (TIS) OPTION THAT HAS BEEN IMPLEMENTED AT THE SCHOOL HAS BEEN SELECTED IN THE SCHOOL PLAN.	☐	☐	

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
62. ADDITIONAL PRIORITY/CSI COMPONENT: THE FOLLOWING DOCUMENT HAS BEEN UPLOADED TO THE RELATED DOCUMENTS SECTION: SCHOOL LEADERS OF PRIORITY/CSI-DESIGNATED SCHOOLS ARE REQUIRED TO NOTIFY THE PARENTS OF ALL ENROLLED STUDENTS OF THE SCHOOL'S DESIGNATION STATUS. TO MEET THE REQUIREMENT, THE SCHOOL HAS UPLOADED A COPY OF THE PARENT NOTIFICATION DOCUMENTATION FOR THE 2026-27 SY.	☐	☐	
63. ADDITIONAL PRIORITY/CSI COMPONENT: THE FOLLOWING DOCUMENT HAS BEEN UPLOADED TO THE RELATED DOCUMENTS SECTION: SCHOOL HAS UPLOADED THE ROOT CAUSE ANALYSIS TOOL TO IDENTIFY THE ROOT CAUSES WITHIN THE SCHOOL'S CONTROL FOR EACH IDENTIFIED PRIORITY AREA.	☐	☐	

FINAL REVIEW — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
64. FOR FINAL REVIEW: THE SCHOOL HAS IMPLEMENTED ALL FEEDBACK PROVIDED BY THE CHARTER FINANCE ADVISOR TO EACH AREA OF NEEDED REVISION IN THE MICROSOFT WORD TEMPLATE BY THE PUBLISHED DUE DATE.	☐	☐	
65. FOR FINAL REVIEW: THE SCHOOL HAS IMPLEMENTED ALL FEEDBACK PROVIDED BY THE CHARTER FINANCE ADVISOR TO EACH AREA OF NEEDED REVISION IN EPLAN BY THE PUBLISHED DUE DATE.	☐	☐	
66. FOR FINAL REVIEW: SCREENSHOTS OF THE CURRENT COMPLETED SCHOOL IMPROVEMENT PLANS POSTED TO THE SCHOOL'S WEBSITE IS DUE TO TITLE I CRATE BY THE PUBLISHED DUE DATE.	☐	☐	
67. FOR FINAL REVIEW: THE SCHOOL HAS UPLOADED DOCUMENTATION (AGENDA, SIGN IN, AND MINUTES) FOR A MINIMUM OF THREE SIP PLANNING TEAM MEETINGS TO TITLE I CRATE BY THE PUBLISHED DUE DATE.	☐	☐	

ADVISOR FEEDBACK SUMMARY PEREA

Use this page to summarize the review by SIP section. Detailed criterion-level feedback remains in the advisor feedback tables embedded throughout the plan.

SIP SECTION	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	SUMMARY NOTES / REQUIRED REVISIONS
PLAN COMPLETENESS -	☒	☐	
COVER PAGE -	☒	☐	
PLANNING TEAM -	☐	☒	SEE COMMENTS IN YOUR PLAN.
STAKEHOLDER INVOLVEMENT -	☒	☐	
WELL-ROUNDED EDUCATION -	☒	☐	
DISCIPLINARY PRACTICES -	☒	☐	
SAFE, SUPPORTIVE & HEALTHY ENVIRONMENTS -	☐	☒	SEE COMMENTS IN YOUR PLAN.
TECHNOLOGY -	☒	☐	
PARENT & FAMILY ENGAGEMENT -	☐	☒	SEE COMMENT IN YOUR PLAN.
PROFESSIONAL LEARNING -	☐	☒	SEE COMMENT IN YOUR PLAN.
EDUCATOR PLACEMENT -	☒	☐	
PRIORITIES & ROOT CAUSES -	☐	☒	SEE COMMENTS IN YOUR PLAN
GOALS -	☐	☒	SEE COMMENTS IN YOUR PLAN.

SIP SECTION	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	SUMMARY NOTES / REQUIRED REVISIONS
STRATEGIES, ACTION STEPS & BENCHMARK INDICATORS -	☐	☒ X	SEE COMMENTS IN YOUR PLAN
SCHOOL-WIDE PLAN & BUDGET -	☐	☐	
TSI/ATSI SUPPORTS -	☐	☐	
PRIORITY/CSI -	☐	☐	
FINAL REVIEW -	☐	☐	

OVERALL ADVISOR SUMMARY / NEXT STEPS