

Lucy Elementary Annual Plan (2024 - 2025)

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[G 1] Lucy Elementary will increase ELA On-Track and Mastery proficiency rates for grades 3-5 by 5% from 16.1% to 21% in 2025.

****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] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Rationale ----- *Provide a rationale for choosing the strategy/intervention.* 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 ----- *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.* Overall, students scoring On-Track and Mastery</p>	<p>[A 1.1.1] Online and Print Academic Resources Description ----- *Provide a brief narrative of the proposed action step.* Lucy Elementary teachers and administrators will meet with grade level, content specific teams weekly to analyze standards, student assignments and assessments for the upcoming instructional week. Students and teachers will utilize supplemental resources from IXL, a Beanstack and Discovery Education for on-line and print materials during Tier II and II individual and small groups. *Identify the indicator(s) used to measure implementation of the action step.* Implementation ----- * Weekly Collaborative Planning/PLCs Agenda,</p>	<p>Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants</p>	<p>05/30/2025</p>	<p>Title I TAG 4.0</p>	

<p>increased by 13% from the Fall (23%) to Spring (36%) Assessments</p> <p>KK - 2nd Grade Student Groups: The following decreased in On-Track and Mastered</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <ul style="list-style-type: none"> * Weekly RLA Collaborative Planning session agendas, minutes, and sign-in sheets to include Deliberate Practice * Monthly Data Team Meeting agendas, minutes, and sign-in sheets to discuss student assessment and standards * Daily Informal Walkthroughs Scoring and Debriefing form * Weekly PLC Meeting agendas, minutes, and sign-in sheets <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> * Implementing weekly collaborative planning sessions with Deliberate Practice will show 30% of students with 5% increase on track or mastery * Implementing monthly data team meetings will show 30% of students with 5% increase on track or mastery * Executing daily Walkthrough's will show 30% of students with 5% increase on track or mastery 	<p>Feedback, and Minutes Documentation</p> <ul style="list-style-type: none"> * Weekly Informal Instructional Walkthroughs (school level debriefing and scoring tool) <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * Implementing weekly collaborative planning/PLC sessions with Deliberate Practice will show 30% of students with 5% increase on track or mastery * Informal walkthroughs will show at least 95% students using on-line or print resources during Tier II and III small group or individual time. 				
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<p>* Implementing weekly PLC meetings to address the Academic foci for the month will show 30% of students with 5% increase on track or mastery</p>					
	<p>[A 1.1.2] Conduct Monthly Data Team Meetings Description ----- *Provide a brief narrative of the proposed action step.* Lucy Elementary conducts weekly data meetings in order to differentiate classroom instruction to meet the needs of students. Data meetings include looking at students' work, analyzing school data, analyzing grade level data, analyzing classroom data, analyzing school-wide trends, and analyzing common formative assessments.</p> <p>Implementation ----- *Identify the indicator(s) used to measure implementation of the action step.* -Monthly Data Team Meeting Minutes and Sign In Sheet</p> <p>Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Effectiveness + Implementing monthly data team meetings will show 30% of students with 5% increase on track or mastery</p>	<p>Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants</p>	<p>05/30/2025</p>	<p>Title I</p>	

	<p>[A 1.1.3] Content on the Move Initiative Description ----- Content teachers will utilize academic resources and tools to create a highly engaging atmosphere to promote hands-on learning by implementing the blended learning throughout the school and community (family and parent engagement).</p> <p>Implementation ----- Informal Instructional Walkthroughs (school level debriefing and scoring tool) - Weekly School level formative assessments - Monthly</p> <p>Effectiveness ----- *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* 30% of students will increase by at least 3 percentage points from below to approaching, approaching to on-track - Monthly</p>	Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants	06/30/2025	SSIG 2.0	
<p>[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 school leaders, teachers and instructional staff on how to</p>	<p>[A 1.2.1] Provide Win2 Intervention PD Description ----- *Provide a brief narrative of the proposed action step.* School Administrators and Instructional Leadership Team will conduct professional development of strategies for navigating AimsWeb for progress</p>	Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants	05/30/2025	Title 1	

<p>articulate the instructional practice shifts that will improve teachers' pedagogy of the content, increase master of standard look fors, improve students' skill set, and increase the number of students reading grade level texts in 2024-2025.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>* Overall, students scoring On-Track and Mastery increased by 13% from the Fall (23%) to Spring (36%) Assessments * Students should perform at or above 70% on Schoolwide Formative Assessments (Fall, Winter, and Spring), which align with core instructional standards for the specific quarter. * School level data points will be analyzed from the 2024-2025 ELA summative assessment (TCAP) to increase from 16.1% to 21%.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Monthly Data Team Meetings sign in sheets/agendas to discuss student assessment and standards * Monthly professional development sessions for teachers from ILT Team * Monthly PLC sign in sheets/agendas that focused on standard analysis and reviewing student work</p>	<p>monitoring and data management and provide continuous support to teachers in order to ensure the effective implementation of intervention strategies.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Monthly professional learning for effective Intervention Implementation facilitated by RIT-A Lead aligned to District, State, and Federal guidelines * Monthly Data Team meeting minutes and sign-in sheets</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>30% of students with 5% increase on track or mastery - Monthly</p>				
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<p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Implementing monthly data team meetings will show 30% of students with 5% increase on track or mastery</p> <p>* Implementing monthly professional development sessions for teachers will show 30% of students with 5% increase on track or mastery</p> <p>* Implementing weekly PLC meetings to address the standard analysis and looking at student work will show 30% of students with 5% increase on track or mastery</p>					
	<p>[A 1.2.2] Provide PD in ELA Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>School Administrators and Instructional Leadership Team, ANET, Lucy Standards Institute (school level), Blue Ribbon Schools, Buildership University, 2025 Center for Model Schools Conference, Get Your Teach On, and JE School Leadership Development will provide ongoing, research-based professional development for teachers and staff through various activities, including modeling effective instructional practices and direct teaching methods; acting as a coach and support to teachers.</p> <p>Implementation -----</p>	<p>Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants</p>	<p>05/30/2025</p>	<p>Title I TAG 4.0 SSIG 2.0</p>	

	<p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <ul style="list-style-type: none"> * Weekly Collaborative Planning Sessions, and Minutes Documentation (School Walkthrough Tool) * Weekly PLC Meetings minutes and Sign-In Documentation (PLC Protocol Tool) * Weekly use of a Schoolwide Walkthrough Protocol and Debriefing Document to monitor the fidelity of implementation and provide support for Tier 1 RLA instruction. * Monthly new teacher professional development based on observations, needs assessment, and district-provided resources delivered by the new teacher mentor to enhance the teacher's pedagogy and provide extra support as needed. <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * Collaborative Planning Sessions with Deliberate Practice will show 30% of students with 5% increase on track or mastery. (School Walkthrough Tool) * PLC meetings to address the Academic foci for the month will show 30% of students with 5% increase on track or mastery. (School Walkthrough Tool) * Implementing weekly classroom walkthroughs with debriefing will show 30% of students with 5% increase on track or mastery * Implementing monthly new teacher professional development by the new teacher mentor to new teachers will show 30% of students with 5% increase on track or mastery 				
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<p>[S 1.3] 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 to improve student achievement.</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>* Students increased in mid or above grade level in I-Ready from 6.7% in 2021-2022 to 15.3% in 2022-2023. * Students increased in on grade level in I-Ready from 7.4% in 2021-2022 to 18.8% in 2022-2023.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be</p>	<p>[A 1.3.1] Intervention for Tier 2 and Tier 3 Students Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Teachers will be trained on how to effectively utilize clickers and data reports during Tier II and III small group for real time data, immediate student response as they use various technological resources (laptops, smart boards) that support personalized learning and response to RTI2-A (academic) standards.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Daily designated intervention block for Tier II and Tier III students, including small group instruction * Weekly iReady student data reports * Bi-weekly progress monitoring assessments based on tiers</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Implementing daily intervention blocks for Tier II and Tier III students will show 30% of students with 5% increase on track or mastery * Implementing weekly iReady computer based, personalized instruction will show 30% of students</p>	Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants	05/30/2025	SSIG 2.0	
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<p>monitored for implementation, including frequency?*</p> <p>* Implementation: + Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level. + Weekly review of grade reports for students enrolled in afterschool learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>+ Implementing monthly data team meetings to assess progress monitoring of students will show 30% of students with 5% increase on track or mastery + Implementing weekly review of grade reports for students in afterschool learning opportunities will show 30% of students with 5% increase on track or mastery</p>	<p>with 5% increase on track or mastery * Implementing weekly or bi-weekly progress monitoring assessments will show 30% of students with 5% increase on track or mastery</p>				
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[G 2] Lucy Elementary School will improve Math on track and mastery proficiency rates in grades 3rd -5th by 5% from 22.3% in 2023 to 27.1% in 2025.

Effective Instruction | Best for All Strategic Plan alignment: Academics

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

District Turnaround Plan Goal

[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standards Aligned Core Instruction Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>Overall, students scoring On-Track and Mastery decreased Spring 23 at 39.5% to spring 24 33.1%, we will continue to build teachers and administrators instructional capacity in math for SY24-25.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p>	<p>[A 2.1.1] Online and Print Academic Resources Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Lucy Elementary teachers and administrators will meet with grade level, content specific teams weekly to analyze standards, student assignments and assessments for the upcoming instructional week. Students and teachers will utilize supplemental resources from IXL and Discovery Education for on-line and print materials during Tier II and II individual and small groups.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly Collaborative Planning Agenda, Feedback, and Minutes Documentation * Weekly Informal Instructional Walkthroughs (school level debriefing and scoring tool)</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Implementing weekly collaborative planning/PLC sessions with Deliberate Practice will show 30% of</p>	<p>Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants</p>	<p>05/30/2025</p>	<p>Title I TAG 4.0</p>	

<p>* Weekly Math Collaborative Planning sessions agendas, minutes, and sign-in sheets to include Deliberate Practice with documented feedback and reflections.</p> <p>* Monthly Data Team Meeting agendas, minutes, and sign-in sheets to discuss student assessment and standards mastery and growth.</p> <p>* Weekly PLC agendas, minutes, and sign-in sheets with Math Content</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Implementing weekly math collaborative planning sessions with Deliberate Practice will show 30% of students with 5% increase on track or mastery</p> <p>* Implementing monthly data team meetings will show 30% of students with 5% increase on track or mastery</p> <p>* Implementing weekly PLC meetings to address the math content will show 30% of students with 5% increase on track or mastery</p>	<p>students with 5% increase on track or mastery</p> <p>* Informal walkthroughs will show at least 95% students using on-line or print resources during Tie4r II and III small group or individual time.</p>				
	<p>[A 2.1.2] Conduct Weekly Data Meetings</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Lucy Elementary conducts monthly data meetings in order to differentiate classroom instruction to meet the needs of students. Data meetings include looking at students work, analyzing school data, analyzing grade level data, analyzing classroom data, analyzing school-wide trends, and analyzing common formative assessment data.</p>	<p>Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants</p>	<p>05/30/2025</p>	<p>Title 1</p>	

	<p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Monthly Data Team Meeting Minutes and Sign In Sheet</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Implementing monthly data team meetings will show 30% of students with 5% increase on track or mastery</p>				
	<p>[A 2.1.3] Content on the Move Initiative Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Content teachers will utilize academic resources and tools to create a highly engaging atmosphere to promote hands-on learning by implementing the blended learning throughout the school and community (family and parent engagement).</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>School level formative assessments - Bi-Weekly</p>	<p>Dora Franklin, PLCC and Mrs. Owens, Instructional Coach</p>	<p>03/31/2025</p>	<p>SSIG 2.0</p>	

	<p>Informal Instructional Walkthroughs (school level debriefing and scoring tool) Weekly</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>30% of students will increase by at least 3 percentage points from below to approaching, approaching to on-track- Monthly</p>				
<p>[S 2.2] Develop instructional leadership capacities of school leaders and teachers.</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Provide professional development for teachers and instructional staff 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 the number of students proficient math, numeracy, and critical thinking skills.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>* Overall, students scoring On-Track and Mastery decreased Spring 23 at 39.5% to spring 24 33.1%,</p>	<p>[A 2.2.1] Provide Intervention Professional Development</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>School Administrators, Instructional Leadership Team, and District Learning Advisors at Lucy Elementary School will conduct professional development over strategies for small group instructional, intervention logging, and progress monitoring and will provide continuous support to teachers in order to ensure effective implementation of intervention strategies.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Monthly professional learning for effective Intervention Implementation facilitated by RIT-A Lead aligned to District, State, and Federal</p>	<p>Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants</p>	<p>05/30/2025</p>	<p>Title I</p>	

<p>we will continue to build teachers and administrators instructional capacity in math for SY24-25.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <ul style="list-style-type: none"> * Monthly Data Team Meeting sign in sheets/agendas to discuss student assessment and standards mastery and growth. * Professional Development sign in sheets * Monthly Deliberate Practice during Math Collaborative Planning (PLCs) sessions with documented feedback and reflections. * Bi-weekly classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard-aligned instruction. <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> * Implementing monthly data team meetings will show 30% of students with 5% increase on track or mastery * Monthly Professional Development sessions for teachers will show 30% of students with 5% increase on track or mastery 	<p>guidelines</p> <ul style="list-style-type: none"> * Monthly Data Team meeting minutes and sign-in sheets <p>Effectiveness -----</p> <ul style="list-style-type: none"> *Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.* * Implementing monthly professional learning for effective intervention implementation will show 30% of students with 5% increase on track or mastery * Implementing monthly data team meetings will show 30% of students with 5% increase on track or mastery 				
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<p>* Implementing weekly math collaborative planning sessions (PLCs) with deliberate practice will show 30% of students with 5% increase on track or mastery</p> <p>* Implementing bi-weekly classroom observations using the district Walkthrough Protocol and Debriefing Document will show 30% of students with 5% increase on track or mastery</p>					
	<p>[A 2.2.2] Provide Professional Development in Math</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>School Administrators, Instructional Leadership Team, District Learning Advisors, ANET, Envision Math, Lucy Standards Institute (school level), and Blue Ribbon Schools will provide ongoing, research-based professional development for teachers and staff at Lucy Elementary School through various activities including modeling effective instructional practices and directed teaching methods; acting as a coach and support to teachers. District Math and school staff will use the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document to monitor the fidelity of implementation and provide support of Tier 1 Math instruction. New teachers will receive monthly professional development based on observations, needs assessment and district provided resources delivered by the new teacher mentor.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly Collaborative Planning Sessions, and</p>	<p>Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants</p>	<p>05/30/2025</p>	<p>Title I TAG 4.0</p>	

	<p>Minutes Documentation (School Walkthrough Tool)</p> <ul style="list-style-type: none"> * Weekly PLC Meetings minutes and Sign-In Documentation (PLC Protocol Tool) * Weekly use of the Classroom Walkthrough Protocol and Debriefing Document to monitor the fidelity of implementation and provide support for Tier 1 Math instruction. * Monthly new teacher professional development based on observations, needs assessment, and district-provided resources delivered by the new teacher mentor to enhance the teacher's pedagogy and provide extra support as needed in math. <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * Collaborative Planning Sessions with Deliberate Practice will show 30% of students with 5% increase on track or mastery. (School Walkthrough Tool) * PLC meetings to address the Academic foci for the month will show 30% of students with 5% increase on track or mastery. (School Walkthrough Tool) * Implementing weekly use of the Classroom Walkthrough Protocol and Debriefing Document will show 30% of students with 5% increase on track or mastery * Implementing monthly new teacher professional development for new teachers will show 30% of students with 5% increase on track or mastery 				
<p>[S 2.3] Targeted Interventions and Personalized Learning Rationale -----</p>	<p>[A 2.3.1] Provide Targeted Tier 2 and Tier 3 Instruction Description -----</p>	<p>Principal, Dean of Students, Instructional Curriculum Coach, PLC</p>	<p>05/30/2025</p>	<p>SSIG 2</p>	

<p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>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.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>Benchmark Indicator Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine next steps of intervention support in an effort to get them to grade level.</p> <p>Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.</p> <p>Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Daily designated intervention block for Tier II and</p>	<p>*Provide a brief narrative of the proposed action step.*</p> <p>Students will be provided with additional instructional time and resources daily based on tier level, skill deficit, and instructional level as a result of RTI2-A.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Daily designated intervention block for Tier II and Tier III students, including small group instruction * Weekly iReady computer-based, personalized instruction * Weekly or bi-weekly progress monitoring assessments based on tiers</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Implementing daily intervention blocks for Tier II and Tier III students will show 30% of students with 5% increase on track or mastery * Implementing weekly iReady computer based, personalized instruction will show 30% of students with 5% increase on track or mastery * Implementing weekly or bi-weekly progress monitoring assessments to students will show 30% of students with 5% increase on track or mastery</p>	<p>Coach, Teachers, Specialized Education Assistants</p>			
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<p>Tier III students, including small group instruction</p> <ul style="list-style-type: none"> * Weekly iReady computer-based, personalized instruction * Weekly or bi-weekly progress monitoring assessments based on tiers <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <ul style="list-style-type: none"> * Implementing daily intervention blocks for Tier II and Tier III students will show 30% of students with 5% increase on track or mastery * Implementing weekly iReady computer based, personalized instruction will show 30% of students with 5% increase on track or mastery * Implementing weekly or bi-weekly progress monitoring assessments to students will show 30% of students with 5% increase on track or mastery 					
	<p>[A 2.3.2] Provide Tier 1 Intervention / Enrichment</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Tier I students will be provided with additional instructional time and resources daily based on areas of need to enhance student achievement.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p>	<p>Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants</p>	<p>05/30/2025</p>	<p>Title I</p>	

	<p>* Daily designated intervention block for Tier I students, including small group instruction</p> <p>* Weekly iReady computer-based, personalized instruction</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Implementing daily intervention blocks for Tier 1 students will show 30% of students with 5% increase on track or mastery</p> <p>* Implementing weekly iReady computer based, personalized instruction will show 30% of students with 5% increase on track or mastery</p>				
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[G 3] Safe and Healthy Students: In the 2024-25 school year, Lucy Elementary School will decrease the number of students who were chronically out of school from 6.8% to 5.8%.

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

Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.

District Turnaround Plan Goal

[G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with 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
<p>[S 3.1] Attendance and Behavior Interventions and Supports</p> <p>Rationale -----</p>	<p>[A 3.1.1] Student Support and Incentive Plan</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action</p>	Principal, Dean of Students, Counselor, PLC Coach	05/30/2025	TAG 4.0	

<p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>At Lucy Elementary the percentage of low-risk chronically absent students was reduced by 17.8% by the end of the 2024 reporting period.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* RTI Team will monitor the 20-day attendance and discipline cycle reports every 20 days * Progressive discipline session agenda and minutes once a semester during faculty meetings * Attendance and behavior recognition/incentives monthly</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing</p>	<p>step.*</p> <p>School leaders will work with students, parents, and community members to build on strengthen student attendance and decrease discipline infractions by implementing the Blue Ribbon schools turnaround model by recognizing students with an incentive (School Life) that show improvement in their attendance and behavior.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Monitor the 20-day attendance and discipline cycle reports every 20 days (PowerBi) * SART meeting agendas and minutes per quarter with families and students * Monthly RTIB2 plans</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Quarterly monitoring the 20-day cycle report and providing intervention and support will show 30% of students with 5% increase on track or mastery. (PowerSchool and SharePoint) * SART meeting request will decrease by 5% per semester * Monthly RTIB2 plans will be followed by at least 95% of students and teachers.</p>				
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<p>student achievement, including the frequency?*</p> <ul style="list-style-type: none"> * Monitoring the 20 day cycle report every 20 days and providing intervention and support will show 30% of students with 5% increase on track or mastery * Providing progressive discipline sessions to teachers will show a decrease in student absenteeism and discipline infractions by 5% per semester. * Monthly attendance and behavior incentives will show a 5% increase of students being recognized 					
	<p>[A 3.1.2] Implement Social and Emotional Learning Description ----- Lucy Elementary School will implement targeted interventions and supports In order to support students' social emotional needs.</p> <p>Implementation ----- * Daily SEL curriculum. * Weekly SEL lessons</p> <p>Effectiveness ----- * Implementing the daily SEL curriculum with students will show 30% of students with 5% increase on track or mastery * Executing weekly SEL lessons with students will show 30% of students with 5% increase on track or mastery</p>	Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants	05/30/2025		

<p>[S 3.2] Professional Development Teachers and staff will receive professional development over the state's RTI2B intervention component including strategies and techniques for behavior management throughout the year.</p> <p>Implementation:</p> <ul style="list-style-type: none"> * Yearly Professional development training on ACEs Awareness * Training on SEL strategies Effectiveness * Implementing yearly professional development training on ACEs Awareness with teachers will show 30% of students with 5% increase on track or mastery * Implementing yearly training on SEL strategies with teachers will show 30% of students with 5% increase on track or mastery <p>Supporting Data -----</p> <p>*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.*</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <ul style="list-style-type: none"> * Yearly Professional development training on ACEs Awareness * Training on SEL strategies 	<p>[A 3.2.1] Social Emotional Learning Training Description -----</p> <p>Teachers and staff will receive professional development over the state's RTI2B intervention component including strategies and techniques for behavior management throughout the year.</p> <p>Implementation -----</p> <ul style="list-style-type: none"> * Yearly Professional development training on RTI2B Intervention Components * Training on SEL strategies Effectiveness <p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * Implementing yearly professional development training on RTI2B Components will show 30% of students with 5% increase on track or mastery * Implementing yearly trainings on SEL strategies with teachers will show 30% of students with 5% increase on track or mastery 	Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants	05/30/2025		
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<p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Implementing yearly professional development training on ACEs Awareness with teachers will show 30% of students with 5% increase on track or mastery</p> <p>* Implementing yearly training on SEL strategies with teachers will show 30% of students with 5% increase on track or mastery</p>					
<p>[S 3.3] Parent, Family, and Community Engagemen Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p> <p>Lucy ES will promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p>	<p>[A 3.3.1] Improve Student, Parent, and Community Engagement Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Lucy ES will continue to improve student, parent, and community engagement throughout the 2023-2024 school year.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* School Improvement Plan, School Compact, and Family and Community Engagement Plan Parent Input</p> <p>* School-Wide Curriculum Nights and Community Activities</p> <p>* Class Dojo to communicate with parents</p> <p>Effectiveness</p>	<p>Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants</p>	<p>05/30/2025</p>		

<p>* Monthly parent, family, and community engagement events will be offered at flexible times to promote family involvement leading to an increased awareness of school expectations and to promote a safer school environment.</p> <p>* Outside community leaders and resources will be made available to parents and students in an attempt to provide additional resources and support.</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>* Implementing monthly parent, family, and community engagement events will show 30% of students with 5% increase on track or mastery</p> <p>* Providing monthly outside community leaders and resources to parents and students will show 30% of students with 5% increase on track or mastery</p>	<p>-----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Inviting parents yearly to provide feedback on the School Improvement Plan, Family Engagement Plan, and School Compact will show 30% of students with 5% increase on track or mastery</p> <p>* Implementing quarterly curriculum nights for parents will show 30% of students with 5% increase on track or mastery</p> <p>* Executing Class Dojo daily for parents will show 30% of students with 5% increase on track or mastery</p>				
	<p>[A 3.3.2] Provide Continued Family Support Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>At Lucy ES parents will be provided on-going training, resources, and materials to support their children with attendance, social emotional learning, and academics throughout the school year</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure</p>	Principal, Dean of Students, Instructional Curriculum Coach, PLC Coach, Teachers, Specialized Education Assistants	05/30/2025		

	<p>implementation of the action step.*</p> <ul style="list-style-type: none"> * Attendance Phone Calls to Parents * SEL support sessions for parents * Quarterly Data Meetings with parents <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <ul style="list-style-type: none"> * Implementing weekly phone calls to parents by the Professional School Counselor with intervention and support will show 30% of students with 5% increase on track or mastery * Implementing semester Data Team Meetings with parents will show 30% of students with 5% increase on track or mastery 				
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[G 4] Lucy Elementary School will have 85% of early learners in grades K-2 to achieve Success criteria relative to the grade by June 2025.
****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 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Professional Learning Rationale ----- *Provide a rationale for choosing the</p>	<p>[A 4.1.1] Provide Professional Development in Reading and Language Arts Description -----</p>	<p>Edwards, Coleman, Owens, Franklin</p>	<p>05/30/2025</p>	<p>Title 1</p>	

<p>strategy/intervention.*</p> <p>Provide professional development to build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading 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 the number of students proficient reading level of grade supported texts in 2023-2024.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>* Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring), which align with core instructional standards for the specific quarter. * Lucy ES will have 85% of early learners in grades kk-2nd to achieve success criteria relative to the grade by June 2024.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>+ Weekly RLA Collaborative Planning sessions to</p>	<p>*Provide a brief narrative of the proposed action step.*</p> <p>Administrators and instructional staff will provide ongoing, research-based professional development for teachers and staff through various activities, including modeling effective instructional practices and directed teaching methods; acting as a coach and support to teachers.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly use of the Educational Epiphany Classroom Walkthrough Protocol and Debriefing Document to monitor the fidelity of implementation and provide support for Tier 1 early literacy instruction. * Monthly new teacher professional development based on observations, needs assessment, and district-provided resources delivered by the new teacher mentor to enhance the teacher's pedagogy and provide extra support as needed.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>+ Implementing weekly use of the Educational Epiphany Walkthrough Protocol and Debriefing Document will show 30% of students with 5% increase on track or mastery + Implementing monthly new teacher professional development for new teachers will show 30% of students with 5% increase on track or mastery</p>				
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<p>include Deliberate Practice + Monthly Data Team Meetings to discuss student assessment and standards + Daily Informal Walkthroughs + Weekly PLC Meetings Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>+ Implementing weekly collaborative planning sessions with Deliberate Practice will show 30% of students with 5% increase on track or mastery + Implementing monthly data team meetings will show 30% of students with 5% increase on track or mastery + Executing daily Walkthrough's will show 30% of students with 5% increase on track or mastery + Implementing weekly PLC meetings to address the Academic foci for the month will show 30% of students with 5% increase on track or mastery</p>					
	<p>[A 4.1.2] Provide Support in Reading and Language Arts Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>Lucy Elementary teachers and administrators will meet with grade-level, content-specific teams in reading and language arts weekly to analyze standards and assessments for the upcoming week. Teachers will use district-recommended resources and strategies, including district curriculum guides, and Tier I instruction for all students using Wonders for both meaning-based and foundational skills. Teachers will engage in deliberate practice and receive ongoing feedback. Feedback will be utilized to enhance high-quality</p>	<p>Edwards, Coleman, Owens, Franklin</p>	<p>05/30/2025</p>	<p>Title 1</p>	

	<p>instruction for all students.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly Collaborative Planning Agenda, Feedback, and Minutes Documentation * Weekly PLC Meetings Focused on meaning based and foundational skills in Reading and Language Arts Instruction</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>* Implementing weekly collaborative planning sessions focused on meaning based and foundational skills instruction will show 30% of students with 5% increase on track or mastery * Implementing weekly PLC meetings to address foundational skills will show 30% of students with 5% increase on track or mastery</p>				
<p>[S 4.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>*Provide a rationale for choosing the strategy/intervention.*</p>	<p>[A 4.2.1] Provide Professional Development in Early Literacy</p> <p>Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>At Lucy ES the Foundational Skills Laureate will</p>	<p>Edwards, Coleman, Owens, Franklin</p>	<p>05/30/2025</p>	<p>Title I</p>	

<p>Provide on-going professional development by admin will help to build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading 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 the number of students proficient reading level of grade supported texts in 2024-2025.</p> <p>Supporting Data -----</p> <p>*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.*</p> <p>* Teachers data will be monitored for 80% standard-aligned core instructional implementation of professional development with fidelity of KK- 2nd grade teachers per semester in order to provide individualized professional learning support * This is a new goal.</p> <p>Benchmark Indicator Implementation -----</p> <p>*How will the turnaround strategy/intervention be monitored for implementation, including frequency?*</p> <p>* Implementation + Weekly classroom observations using the District Classroom Walkthrough Protocol and Debriefing</p>	<p>provide ongoing, research-based professional development to K-2 teachers and staff on effective teaching strategies in foundational skills through various activities including modeling effective instructional practices and directed teaching methods; acting as a coach and support to teachers in order to enhance teachers' pedagogy in foundational skills.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure implementation of the action step.*</p> <p>* Weekly use of the Early Literacy Classroom Walkthrough Protocol and Debriefing Document to monitor the fidelity of implementation and provide support for Tier 1 RLA instruction in KK - 2nd grades. * Monthly professional development based on observations, needs assessment, and district-provided resources delivered by the Literacy Laureate to enhance the teacher's pedagogy and provide extra support as needed.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>+ Implementing weekly use of the Early Literacy Classroom Walkthrough Protocol and Debriefing Document will show 30% of students with 5% increase on track or mastery + Implementing monthly professional development by the Literacy Laureate will show 30% of students with 5% increase on track or mastery</p>				
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<p>Document + Monthly differentiated professional learning and support</p> <p>Effectiveness -----</p> <p>*How will the turnaround strategy/intervention be monitored for effectiveness toward increasing student achievement, including the frequency?*</p> <p>+ Implementing weekly classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will show 30% of students with 5% increase on track or mastery + Implementing monthly differentiated professional learning and support to teachers will show 30% of students with 5% increase on track or mastery</p>					
	<p>[A 4.2.2] Provide Professional Development in Early Literacy Description -----</p> <p>*Provide a brief narrative of the proposed action step.*</p> <p>At Lucy ES the Foundational Skills Laureate will provide ongoing, research-based professional development to K-2 teachers and staff on effective teaching strategies in foundational skills through various activities including modeling effective instructional practices and directed teaching methods; acting as a coach and support to teachers in order to enhance teachers' pedagogy in foundational skills.</p> <p>Implementation -----</p> <p>*Identify the indicator(s) used to measure</p>	<p>Edwards, Coleman, Owens, Franklin</p>	<p>05/30/2025</p>	<p>Title I</p>	

	<p>implementation of the action step.*</p> <p>* Weekly use of the Early Literacy Classroom Walkthrough Protocol and Debriefing Document to monitor the fidelity of implementation and provide support for Tier 1 RLA instruction in KK - 2nd grades.</p> <p>* Monthly professional development based on observations, needs assessment, and district-provided resources delivered by the Literacy Laureate to enhance the teacher's pedagogy and provide extra support as needed.</p> <p>Effectiveness -----</p> <p>*Identify the benchmark(s) to be used to measure effectiveness toward increasing student achievement.*</p> <p>+ Implementing weekly use of the Early Literacy Classroom Walkthrough Protocol and Debriefing Document will show 30% of students with 5% increase on track or mastery</p> <p>+ Implementing monthly professional development by the Literacy Laureate will show 30% of students with 5% increase on track or mastery</p>				
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