

Cover Page

Memphis-Shelby County Schools (792) Public District - FY 2027 - Circles Of Success Learning Academy (792-8201) Charter School - School Plan - Rev 0

Cover Page

* District Name

Memphis Shelby County Schools

* School Name

Circles of Success Learning Academy

* School Principal Name

Mikki Pierson

* School Principal Email

mspierson@coslacher.com

Resources

[Click here to open the guide.](#)

Memphis-Shelby County Schools (792) Public District - FY 2027 - Circles Of Success Learning Academy (792-8201) Charter School - School Plan - Rev 0

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.

DaShundra Avery, Kindergarten Teacher
Joseph Golden, 1st grade Teacher
Quintonia Robinson, 2nd grade ELA Teacher
Derrick Dunn, 3rd grade Math Teacher
Kimberly Dickson, 4th grade ELA Teacher
Brenda Dancey, 5th grade Math Teacher
Dominique Quabner, Physical Education Teacher
Brona Marrion, Special Education Teacher
Sheri Catron Cooper, Executive Director
Mikki Pierson, Principal and Enrollment
Ashley Willett, Academic Director
Robby Matthews, Dir. of Student Services
Anthony Scherrod, Director of Operations
Jasmine Baskin, RTI Coordinator/ SPED Assistant
Helen Dickerson, RTI/Interventionist
Rhonda Lee, Parent/Board Member
Brandon Solomon, Parent
Willie Gregory Jr., Parent
Angela Venture Wooten, Alumni Parent/Community Partner
Damien Savage, Paraprofessional
Ishmael Hunter, Paraprofessional
Damien White, Community Partner
Brandis Leverette, Community Partner
Brian Harris, Community Partner
Dr. Roger Gines, Charter School Finance Advisor

Dedriene Rogers, MSCS Exceptional Children Advisor
Steven Kuhn, MSCS ESL Advisor
Cassandra Moore, MSCS RTI Advisor

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 how stakeholder involvement in the planning process is ongoing throughout the year and not a one-time event/process.

Development

COSLA acknowledges that engaging stakeholders is essential to improving student achievement and that schools should foster and support parental engagement. Parents meet monthly with school administrators to advise the school on the needs of the students, parents, and the community at large. Each month, our team meets to discuss our progress toward meeting the goals that have been identified in our School Improvement Plan, which sets the tone and serves as a guide for all educational practices and experiences. If it is observed that our goals and strategies are not fulfilling the needs of our students, we meet to revise our plan based on those needs identified.

Implementation

Because Circles of Success Learning Academy (COSLA) understands the necessity of involvement and engagement, COSLA intentionally and consistently partners with stakeholders in the development of the school's plan throughout the year. Our collaborative process includes meetings, of specific teams, with their chairpersons. There are also opportunities for larger groups where information is shared and feedback received. Stakeholders have various opportunities where they receive regular updates from the school leadership team and are able to give input in the decision-making process. During this process, all teams used sign-in sheets and maintained notes concerning each individual meeting.

Revision

Using various data points, COSLA's school plan is developed based on the needs and data trends of our students and families. Following the plan's formulation, it is monitored by school administration, faculty, and staff members, as well as parent representatives. On-going review is key for improving our planning process. The Academy's plan for effective operations, enriched academics, and overall success, is a usable document which is constantly monitored and updated as needed. New strategies are evaluated based on summative results, and modifications are made as needed. These things together have helped to determine specific strategies that have made a positive impact. COSLA's stakeholder group realizes they must work to ensure everyone involved is aware of the plan, the monitoring features, and any changes or revisions made in the plan. This overall collaboration contributes greatly to the continuation of COSLA's shared vision.

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. 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 to ensure all applicable subgroups, including students with disabilities, have access to courses and opportunities that support them in reaching the school's vision
- specific local, state, and federal funding sources that support the school's efforts.

Description of the school vision.

Circles of Success believes in developing the whole child. This is depicted by our school mission, "Circles of Success exists to: Cultivate success by surrounding evolving minds with Opportunities that holistically promote Self-Worth, Leadership, & Achievement." All scholars receive leadership guidance and development opportunities, as well as character development, fine arts instruction, and social-emotional learning development. Therefore, for this school year, we will reintroduce our fine arts program with the support of an approved vendor who helps with instructional needs in this area. We understand that the integration of the arts and literacy continues to permeate the COSLA method of providing high-quality education to all scholars. Students learn and grow in an encouraging atmosphere with a small student- teacher ratio. We offer a robust and rigorous educational program, featuring a male-female pair in every classroom, because we are aware of and embrace the fact that "Success Surrounds Success!"

Description of the courses and opportunities beyond core subjects, organized by grade band.

Grades K-2: Students receive character and leadership development, technology integration, project/inquiry-based learning, extended writing opportunities, and Response to Instruction and Intervention (RTI) support.

Grades 3-5: Students participate in technology-enhanced learning(IXL, Generation Genius, Brain Pop), project-based and inquiry learning, extended writing and constructed-response activities, character and leadership development, and targeted tutoring/intervention. Instructional coaching and professional development support teachers in delivering rigorous, engaging instruction across grade levels.

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

COSLA will provide differentiated instruction, targeted small-group interventions, and individualized academic supports based on student needs and assessment data. Progress will be monitored by subgroup to identify and address achievement gaps for SWDs, ELs, economically disadvantaged students, and other historically underserved students.

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

funding source include Title I funds, which support supplemental academic interventions(TA's), instructional coaching(Director of Academics) and professional development, and services for students with disabilities.

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.

Suspension rate= less than 1%

2 students identified for suspension.

At COSLA we maintain a safe, supportive, and positive school climate through strong student relationships, clear behavioral expectations, and intentional integration of social-emotional learning.

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

Student behavior is logged daily for weekly review by the school leadership team. Upon analysis of data, the leadership team presents data to ILT members and strategies are agreed upon to address targeted areas for improvement. Teachers and Co-Teachers/TA's are expected to provide rigorous, engaging instruction that embeds social-emotional learning, intentionally. If done properly, the disciplinary infractions and disruptions to learning are minimized.

According to data in PowerSchool and Teacher Ease, our tracking program, COSLA reported 1% suspension and 0% expulsion. We will continue to use the strategies below to continue this success.

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.

Disciplinary referrals= 32 students were written however, only 2 incidents incurred an actual suspension.

Analyze school climate data

Although our suspension and expulsion rate is relatively low, we do encounter many disciplinary referrals throughout the school year. It is our priority to reduce the amount of time students spend outside of the classroom.

Identify one priority for providing a safe, supportive, and healthy environment.

Prioritized needs:

Reduce time away from the learning environment

Efficient supervision in classrooms

Bullying

Parental involvement during the school day

Home to school emotional needs and support

School resource officer

Social emotional learning

Adverse childhood experiences (ACEs)

Identify at least one way the school will address the identified priorities for providing a safe, supportive, and healthy environment.

The following steps have been taken to ensure and provide a safe, supportive, and healthy environment by reducing disciplinary referrals.

There are two adults in each classroom for more effective monitoring

Zero tolerance policy for bullying in place.

Encourage and embrace parental visitation.

In an extra effort to make sure that COSLA's students, families, and staff are safe and healthy mentally, and to support students with home related issues that linger into the school day, COSLA is planning to hire a guidance counselor and/or utilize the services of a counseling agency, along with a social worker. A school resource officer will be secured to help mitigate safety risks posed by aggravating factors of the community, and the work of our school nurse and the continuation of social emotional learning classes are necessary.

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.

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

COSLA provides students with school-wide access to technology, including an iPad mobile lab with devices for each scholar, interactive classroom technology, and digital platforms such as i-Ready, EasyCBM, IXL, and Generation Genius. The school is +working toward a 1:1 device model to expand access during and beyond the school day.

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

Key challenges include damaged or insufficient devices, reliable internet access, varying levels of student and staff digital literacy, and the need for ongoing professional development and technical support.

Identify at least one step to be taken to address the identified challenges.

COSLA will replenish and expand devices, strengthen technology infrastructure, provide targeted professional development, and add technology and IT support. A technology teacher will also provide instruction in typing and basic computer skills to increase students' independence with digital learning platforms.

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

COSLA will pursue state or federal technology grants to support device replacement, technology infrastructure, software, and professional development.

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 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).

Circles of Success Learning Academy recognizes that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. To support the goal of the school to educate all students effectively, the school and parents must work as knowledgeable partners. Parents are an integral component of a school's ability to provide for the educational success of their children. The school endeavors to meet the diverse needs of parents and children. and is considering hiring personnel to serve as a family support liaison to support our efforts. COSLA acknowledges that engaging parents is essential to improving student achievement and that schools should foster and support active parental involvement.

In response to this commitment of actively involving parents, the actions below have been established to meet this expectation.

Parent/Teacher Advisory Board meetings offered mornings and afternoons

Family Success Engagement Plan meeting

Community In Schools family night-Battle of the Books

Parent Teacher Advisory Board Meetings

Paint and SIP (School Improvement Plan)

Awards Day Celebrations

Family Literacy Night/Fall Festival(Title 1 family engagement)

Math and Science Night Fair
Parents Go Back to School (Curriculum Night)
TCAP Information Meetings/Workshops
Home-Language Storytelling Circles (ELL)
Community Resources and wrap around services offered by social worker

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

List Activities for Teachers

Job-embedded Professional Learning Communities (PLCs) focused on data-driven instruction and student achievement.

Curriculum implementation training, including training on new instructional programs. (DITTO, All Memphis K-2 ELA curriculum, iReady Math)

Differentiated instruction and intervention strategies workshops

New Teacher Academy, including Praxis preparation and licensure support.

Mentoring, coaching, and team-building activities.

Professional development for both new and veteran teachers.

Targeted evening professional learning sessions with stipends.

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

Professional development will be job-embedded, collaborative, and results-driven, using research-based instructional strategies and student data to improve teaching practices. Training in curriculum implementation, differentiation, and data-driven instruction will strengthen teacher effectiveness and increase student achievement while mentoring and coaching build instructional capacity and support teacher retention.

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

These activities address the needs to:

Increase teacher/co-teacher effectiveness.

Decrease achievement gaps.

Increase academic achievement through differentiated instruction.

Improve curriculum implementation.

Support new teacher development.

Provide continued professional growth for veteran teachers.

Planned Professional Development for Leaders

List Activities for Leaders

Administrative professional development and leadership training.

Data-driven instructional leadership and analysis of student achievement data.

Training to support effective curriculum implementation and instructional programs.

Collaboration with teachers through PLCs, coaching, and mentoring.

Team-building and leadership capacity development.

Opportunities for continued administrative growth and professional learning.
Describe how the activities demonstrate the likelihood of positive impact on students' academic achievement and teacher and leader capacity.
Leadership development will strengthen administrators' ability to use data, support effective instruction, implement curriculum with fidelity, and provide meaningful coaching and feedback. Increased leadership capacity will support stronger teacher performance, consistent instructional practices, and improved student achievement.
Which identified need does the activity address in the needs assessment?
These activities address the needs to:
Support administrative staff training and growth opportunities.
Increase teacher/co-teacher effectiveness through stronger instructional leadership.
Improve curriculum implementation effectiveness.
Decrease achievement gaps and increase academic achievement.

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.

COSLA regularly reviews teacher certification, experience, assignment, and out-of-field status alongside student achievement, attendance, and discipline data to identify disparities in educator placement. Given that 100% of COSLA students are students of color and approximately 96% are socioeconomically disadvantaged, the school closely monitors access to qualified and effective teachers and follows state licensure requirements.

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

COSLA will prioritize highly qualified and experienced teachers for student groups requiring additional support and provide targeted mentoring, professional development, and licensure support for new or out-of-field teachers. New teachers participate in a New Teacher Academy and are assigned experienced mentors, while Praxis preparation and job-embedded licensure pathways support teacher effectiveness. Leadership will regularly monitor teacher assignments and student outcomes to identify and address disparities.

Identify Priorities and Root Causes

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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. Additional resources to support the school’s required needs assessment include:

- [School Planning Three-Year Guide](#)
- [Root Cause: Fishbone and 5 Whys Protocol](#)

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.

	Prior strategies that have supported improvements	Root cause for slow or limited gains in the priority area

Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus 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.		
* Math 3-5 All students - from 36.4% to 40% 3rd-5th 28% to 34%, All 32% to 37% (SWD All students - from 48% to 58% 3rd-5th 40% to 48%, All 42% to 47% (SWD All students - from 40% to 48% 3rd-5th 34% to	* G3- Math Challenges Grades k/1 showed consistent benchmark growth throughout the school year. Grades 3/5 didn't show as much achievement but showed more growth as this was actualized as we received results from TNReady data. Successful strategies: · Lesson planning for mathematics will consist of a co-planning session with ILT Math Lead teachers and the Academic Director, weekly. A planning protocol will guide the co-planning and individual planning sessions. Vertical mathematics team planning will also take place every two weeks during Vertical Professional Learning Community meetings. Lesson plans will be evaluated during the classroom observations, weekly, to determine the engagement level of the scaffolding and personalization with prerequisite Tennessee Academic Standards according to the Coherence Maps in Mathematics. Evidence of prerequisite use and scaffolding should be present during 100% of classroom observations. G2-RLA Challenge Circles of Success Learning Academy (COSLA) recognized a disparity between student growth	* Inconsistent systematic identification and targeted intervention of foundational reading deficits and unfinished learning. Foundational reading gaps and unfinished learning are not being consistently identified and addressed early enough to ensure mastery.

40%, All 37% to 42% (SWD ELA 3-5 3-5 will increase performance from 39.5% to 54% in literacy,(All) 44%-49%, (SWD) 3-5 will increase performance from 44% in literacy49%, All 49%-53%, (SWD) 3-5 will increase performance from49% in literacy54%, All 42%-58%, (SWD) Grade 3 Proficiency 3rd grade students will increase performance from 55% to 62% 3rd grade students will increase performance from62% to 70% 3rd grade students will increase performance from70% to 75% K-2 Literacy K-2nd will increase performance	and achievement. Though students are increasingly making gains in growth, foundational areas of reading have impacted students' ability to make substantial gains in achievement. Thus, COSLA recognized higher percentages of students with below mastery results. COSLA also noticed opportunities for potential increases in student achievement based on larger percentages of students approaching mastery. We have identified some learning losses for many of COSLA's student population and are under consideration as the school moves towards addressing areas of student deficit. Successful Strategies We will continue to use the literacy strategies from our previous year's instructional plan, however we have decided to add additional instructional resources and support for our students' growth. Teachers will continue to implement the following: · Small group instruction. · RTI and progress monitoring · Co-teacher will assume the small group instruction for identified groups of students · Grades 3-5 small group instruction should be separated to be effective. · ELA teachers will have an extended block of time for writing instruction. Curricular Focus · Align the curriculum with State Performance Indicators (SPI's) · Alignment will be done for grades 2-5. · Teachers will plan to address 3 targeted SPIs for the next week. Assessments · Teachers will be responsible for creating assessment questions that are like it is presented on TCAP. · On Tuesday and Thursday students need to practice on skills previously taught using the Tennessee Ready Practice Books. · Seek assistance from the administrative team for help if needed. COSLA has introduced a new literacy-based program this school year to address the achievement gaps and increase foundational literacy needs presented within our school. · IXL G1- Grade 3 Proficiency Challenge Circles of Success Learning Academy (COSLA) recognized a disparity between student growth and achievement. Though students are increasingly making gains in growth, foundational areas of reading have impacted students' ability to make substantial gains in achievement. Thus, COSLA recognized higher percentages of students with below mastery results. COSLA also noticed opportunities for potential increases in student achievement based on larger percentages of students approaching mastery. We have identified some learning losses for many of COSLA's student population and are under consideration as the school moves towards addressing areas of student deficit. Successful Strategies We will continue to use the literacy strategies from our previous year's instructional plan, however we have decided to add additional instructional resources and	
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from 42% to 47% in early literacy,(All) 24%-38%, (SWD) K-2nd will increase performance from 47% in early literacy52%, All 38%-42%, (SWD) K-2nd will increase performance from52% in early literacy60%, All 42%-46%, (SWD) Graduation Rate(N/A) Climate & Access: Chronically Out of School (What grade level(s), and/or subgroups?)	support for our students' growth. Teachers will continue to implement the following: · Small group instruction. · RTI and progress monitoring · Co-teacher will assume the small group instruction for identified groups of students · Grades 3-5 small group instruction should be separated to be effective. · ELA teachers will have an extended block of time for writing instruction. Curricular Focus · Align the curriculum with State Performance Indicators (SPI's) · Alignment will be done for grades 2-5. · Teachers will plan to address 3 targeted SPIs for the next week. Assessments · Teachers will be responsible for creating assessment questions that are like it is presented on TCAP. · On Tuesday and Thursday students need to practice on skills previously taught using the Tennessee Ready Practice Books. · Seek assistance from the administrative team for help if needed. COSLA has introduced a new literacy-based program this school year to address the achievement gaps and increase foundational literacy needs presented within our school. · IXL G4- K-2 Literacy Challenge Circles of Success Learning Academy (COSLA) recognized a disparity between student growth and achievement. Though students are increasingly making gains in growth, foundational areas of reading have impacted students' ability to make substantial gains in achievement. Thus, COSLA recognized higher percentages of students with below mastery results. COSLA also noticed opportunities for potential increases in student achievement based on larger percentages of students approaching mastery. We have identified some learning losses for many of COSLA's student population and are under consideration as the school moves towards addressing areas of student deficit. Successful Strategies We will add an additional component for foundational skills in grades k-2 and continue to use the literacy strategies from our previous year's instructional plan, however we have decided to add additional instructional resources and support for our students' growth. Teachers will continue to implement the following: · Small group instruction. · RTI and progress monitoring · Co-teacher will assume the small group instruction for identified groups of students · Grades k-2 small group instruction should be separated to be effective. Curricular Focus · Align the curriculum with State Performance Indicators (SPI's) · Alignment will be done for grades k-2. · Teachers will plan to address 3 targeted SPIs for the next week. Assessments · Teachers will be responsible for creating assessment questions that are like it is presented on TCAP. · On Tuesday and Thursday students need to practice on skills previously taught. · Seek assistance from the administrative team for help if needed	
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assistance from the administrative team for help if needed.
COSLA has introduced a new literacy-based program this school year to address the achievement gaps and increase foundational literacy needs presented within our school. ·
IXL No improvement identified-Less than 10% of students were chronically absent. 18 of 203 students. Of those students, 4 were a family experiencing transportation issues, 1 used Uber services which caused financial barriers, and 1 was suffering chronic illness.

Goal 1: Grade 3 ELA (Required)

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☐ N/A The school does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* 75 % of students will score proficient on the 3rd grade TCAP by	* Year 2029
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Annual Target

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	* 3rd grade students will increase performance from 55% to 62%	* TCAP
2027-28	* 3rd grade students will increase performance from 62% to 70%	* TCAP
2028-29	* 3rd grade students will increase performance from 70% to 75%	* TCAP

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

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

Strategy Description	Benchmark Indicator	Estimated TISA Amount, if applicable	Other funding source and amount, if applicable
Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Methods for checking progress of implementation and improvement throughout the year.		

Standard Aligned Core Instruction - 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.	Weekly classroom observations will be conducted using the Instructional Practice Look-Fors. Improvement 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 Project Coach observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.	\$	
Support students who struggle to make academic progress - After school and Saturday tutoring will be conducted for students who are below proficiency on benchmark assessments. - iReady online platform will be used to provide personalized learning. - The Reading Interventionist will provide small group instruction targeting specific skill deficits.	Weekly IXL reports - Biweekly common assessment reports - Quarterly formative assessment reports Effectiveness - Quarterly benchmark assessments will indicate a minimum of 80% of students meeting	\$	
Create opportunities for staff collaboration that focus on improving the quality of teaching and learning in all classrooms. - The Director of academics will facilitate weekly PLCs focused on the development, alignment to state standards, and internalization of high- quality lesson plans. - Data Dig Days will be conducted following each benchmark assessment to analyze student performance, identify skill gaps, and determine necessary instructional adjustments to improve outcomes. - Mentor teachers will be used to support new and novice educators through modeling effective instructional practices, collaborative co-planning, classroom observations, and the provision of timely, actionable feedback to strengthen teaching effectiveness. - Provide support to ensure that an effective instructional model is implemented - Project coach observation scores will demonstrate that 80% of teachers participating in mentor support receive a level 3 or higher	PLC meeting logs that include agenda and meeting minutes - Mentor teacher logs that include meeting notes Effectiveness - IPG data indicate at least 85% of weekly classroom instruction is centered on grade-level standards and incorporates reteaching standards students have not yet mastered. - Project Coach observation scores will demonstrate that 80% of teachers participating in mentor support receive a level 3 or higher	\$	
Provide support to ensure that an effective instructional model is implemented - Partner with one of the TDOE- approved turnaround experts to conduct a comprehensive school analysis. - The Instructional Leadership Team (ILT) will participate in a leadership development program designed to enhance school turnaround leadership competencies. - Classroom walkthroughs will be conducted using the Instructional Practice Guide (IPG) to monitor daily instruction and inform professional development.	PLC meeting logs that include agenda and meeting minutes - Mentor teacher logs that include meeting notes Effectiveness - IPG data indicate at least 85% of weekly classroom instruction is centered on grade-level standards and incorporates reteaching standards students have not yet mastered. - Project Coach observation scores will demonstrate that 80% of teachers participating in mentor support receive a level 3 or higher	\$	

Goal 2

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Goal 2

By May 2029, Circles of Success will increase the percentage of students who score proficient in 3rd -5th grade Math outcomes for all students.
All students - from 36.4to 58%
3rd-5th 28.2% to 58% (ALL)

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.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* All students will increase- from 36.4% to 40% 3rd-5th 28% to 34%, All	* TCAP
2027-28	* All students will increase- from 40% to 48% 3rd-5th 34% to 40%, All	* TCAP
2028-29	* All students will increase - from 48% to 58% 3rd-5th 40% to 48%, All	* TCAP

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	Other funding source and amount, if applicable
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 in Math.	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 implementation of tutoring plans.	\$	

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.	Improvement Every quarter 60% of tutored students move at least one performance level on quarterly benchmark assessments	\$	
	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. Daily 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. District Walkthrough data will be monitored through the district's management system (Professional Learning). Data will be collected and analyzed to determine trends and implementation of the instructional practices using Microsoft Teams. Data should show teachers implementing the practices at or above 80% per visit.	\$	

Goal 3

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Goal 3

By May 2029, Circles of Success will increase the percentage of students who score proficient in Early Literacy outcomes for all students to 60%. 42%-60%26.4% to 41.8% (ALL); 17.4% to 32.4% (SWD); 34.5% to 50.1% (ELL)

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.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* K-2nd will increase performance from 42% to 47% in early literacy,(All) 24%-38%, (SWD)	* Easy CBM:iready
2027-28	* K-2nd will increase performance from 47% in early literacy52%, All 38%-42%, (SWD)	* Easy CBM:iready
2028-29	* K-2nd will increase performance from52% in early literacy60%, All 42%-46%, (SWD)	* Easy CBM:iready

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	Other funding source and amount, if applicable
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.	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. The office of planning and accountability is responsible for collecting and publishing internal data reports. Weekly classroom observations using the Instructional Practice Guide (IPG) and Debriefing Document indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the IPG and gauge the implementation of standards-aligned instruction. Instructional coaches will use PowerApps to enter data, and the office of planning and accountability will monitor it weekly.	\$	

Provide academic interventions, personalized learning activities. To create an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.	45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter. 20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I.	\$	
		\$	

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2026-27 to 2028-29 School Plan Assurances

☒ * The school hereby assures the Tennessee Department of Education (department) that the school will:

1. Work in consultation with the LEA and numerous stakeholders as the school develops and implements their plan or activities under sections 1118 and 1119.
2. Work in consultation with the LEA as the school develops and implements the plan.
3. Coordinate and collaborate with the LEA and SEA in providing services to children, youth, and families in addressing major factors that have significantly affected student achievement at the school.
4. Consider model programs for the educationally disadvantaged and relevant scientifically based research that may be most effective if focused on students in the earliest grades at schools.
5. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
6. Use the results of the student academic assessments and other measures or indicators available to the school, to determine whether all students are/will meet the State's proficient level of achievement on the State academic assessments.
7. Ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
8. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.

☒ **If applicable: The school hereby assures the Local Education Agency (LEA) and Tennessee Department of Education (department) that the school operating a targeted assistance (TA) will:**

1. Help provide an accelerated, high-quality curriculum.
2. Minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part; and
3. On an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section, if necessary, to provide additional assistance to enable such children to meet the challenging State academic standards.