

2026-27 to 2028-29 School Plan Template

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

Overview

PLAN COMPLETENESS — ADVISOR FEEDBACK

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

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

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

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

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

Cover Page

District Name

Memphis-Shelby County Schools

School Name

Aurora Collegiate Academy

School Principal Name

Tamiko Hill

School Principal Email

thill@auroracollegiate.org

COVER PAGE — ADVISOR FEEDBACK

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

Prepare and Reflect to Plan

Identify Team

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

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

Jacquelin Miller, Teacher
Enjoli Brister, Teacher
Bailey Klein, Teacher
Angela Brown, ACADEMIC COACH
Jasmyne Rucker, ACADEMIC COACH
Charissa Newsome, teacher assistant
Angelica Allen, Special Education Teacher
Leidy Vallejo, Bilingual Mentor
Bridgett Myles, Interventionist
Todd Nichols, ESL Teacher
Yuridia Loy, SPECIAL PROJECTS COORDINATOR
Jenny Chen, Parent

Debora Aguilar, Parent
Diana Martinez, Parent
Ernest Morris, community partner
Chrisi Shaeffer, community partner
Marian Kelley, Special Education Manager
Cassandra Moore, RTI Advisor
Teneisha McNeil, ESL Advisor
Roger Gines, Charter Finance Advisor
Chris Supplice, Director of Operations
Grant Monda, Executive Director
Tamiko Hill, Principal

PLANNING TEAM — ADVISOR FEEDBACK

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

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

The principal began by reviewing end of year data that was accessible. The principal analyzed the data and shared noticing and wonderings with the academic team. The academic team discussed trends such as student proficiency, grade level support, challenges that may have impacted instruction, academic and cultural needs. The team analyzed student levels to determine students who made progress, regressed or remained the same. We reviewed end of the year I-Ready data to determine students in high percentiles that may coincide with meeting grade level expectations. The team also discussed the language proficiency results which were slightly higher than the district and the state percentages in some grade levels. For the plan, we identified the common strategies used that resulted in student growth such as curriculum, intervention blocks and having 2 or more teachers per class.

During July in-service we engaged all teachers and staff in the data analysis process. We reviewed data as a school, by grade level and by teacher. We identified specific students and needs based on previous data. Teachers reviewed the data independently, as a team and all together to discuss effective strategies and instructional practices. Teachers discuss the use of the curriculum school-wide and identified a

need for consistency across classrooms and grade levels. The team identified which areas of content had higher percentages of need.

Selected parents were invited to attend a school review during the summer. Parents were asked to share their input about what's going well academically and possible challenges posed. Parents shared their perspective from their child's progress and input from other parents.

The principal and the academic team used the information and input gathered to develop a plan for the school year. The team decided to continue with strategies such as the selected curriculum, school-wide systems and routines to guide culture, and add more classroom walkthroughs for a minimum of two walkthroughs for each teacher weekly. The team also decided to add teacher leader roles for ongoing teacher support that includes teacher mentors with scheduled bi-weekly meetings, teacher model classrooms for teachers to observe high quality instruction that aligns with the school's vision and expectations. The principal created a calendar to schedule weekly grade level/content meetings and assessments such as benchmark and quarterly assessments to ensure we follow through with our commitment.

Implementation-

We begin implementation during in-service. Teachers are provided clear guidance of systems and routines to begin the school year. The routines align to the expectation of the first days, the first month, etc. Teachers spend the first 2 weeks implementing our school-wide systems and routines. Teachers practice systems and meet frequently to make revisions immediately to ensure alignment. Teachers meet to begin co-planning to prepare high quality lessons from the curriculum. Content, ESL and SpEd teachers are provided a process for co-planning to ensure high quality instruction is implemented daily as a strategy for increasing student proficiency.

The **ACADEMIC COACHES** provides 2 classroom walkthroughs per week and gives feedback to teachers regarding implementation of expectations as outlined. Teachers have weekly co-planning sessions scheduled for two times per week for ELA and Math teams. The principal and the a **ACADEMIC COACHES** attend the co-planning meetings to support planning and curriculum implementation. Teachers and the academic team meet weekly to conduct student work analysis to inform instruction and small group re-teach opportunities. Students are also given quarterly assessments to monitor progress of prioritized standards.

Teachers also serve on committees that support the school improvement plan. Committees meet monthly or as needed to implement activities that support a positive school culture and to ensure and support parental involvement. The committees plan and lead our monthly family nights that include academic and culture focus areas.

Parents attend monthly meetings with the principal to provide ongoing feedback regarding parent support and involvement, student work and homework and communication. Parents submit input via feedback surveys monthly to help us monitor implementation of our strategies that are intended to help us meet our goals.

The leadership team takes feedback from all stakeholders as listed throughout the school year to make adjustments and revisions to the strategies included in the SIP.

The SpEd advisor conducts professional development at the school to support teachers with students with various disabilities.

Revision

Principal/Academic Team

During the school year the Academic team meets monthly to review student data with teachers. Once per month the team reviews RTI data and progress using the progress monitoring data. The second meeting each month is to review monthly assessment data in which teachers follow a student work analysis protocol. We use both sessions to discuss student needs and possible strategies to implement during tier 1 instruction and intervention. The meetings are pre-scheduled in the master schedule however the topics of discussion change as the data changes. The data meetings include both math and literacy review. The principal meets with the **ACADEMIC COACHES** weekly to review trends identified from the classroom walkthroughs, instructional support, review student data, and to discuss strategies to improve instruction and target specific student needs. We determine if the selected strategies yield academic progress as a result or not. Teachers have bi-weekly PLC meetings to discuss standards across grade levels and unpack the standards to align instruction to meet grade level expectations. Teachers share strategies to use when students are not showing mastery. Teachers and the academic team make revisions to strategies as needed based on the weekly assessments, monthly data meetings and quarterly assessments.

Parents

The principal meets with parents quarterly for feedback and suggestions on homework assignments and support. Parents also give input and suggestions on increasing parent and community involvement. Parents support activities throughout the school year such as career day, read for the record, and math and literacy night. Parents meet with the principal during the year to provide feedback.

Advisors

The principal meets regularly with the SpEd and ESL advisor to ensure we are utilizing best instructional practices and meeting requirements outlined by policies and laws. The advisors review the schedules and visit the school to conduct informal observations upon request. The SpEd advisor conducts professional development at the school to support teachers with students with various disabilities based on walkthrough data. The ESL team provides weekly professional development for new teachers and monthly professional development for all ESL teachers. This information is then shared with other teachers at Aurora for implementation.

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
6. THERE IS A GENERAL DESCRIPTION OF THE SCHOOL PLANNING TEAM'S INVOLVEMENT IN THE DEVELOPMENT OF THE PLAN AND ITS REVIEW AND UPDATE.	☒ X	☐	I loved the additional heading. (Parent, Advisors, etc)
7. ADDITIONAL PRIORITY/CSI COMPONENTS: -SCHOOLS ASSIGNED TO TIER 1 OR TIER 2 OF THE TIERED INTERVENTION SYSTEM MUST PARTNER WITH THE LEA TO DEVELOP A SCHOOL TURNAROUND PLAN. AN LEA REPRESENTATIVE MUST ASSIST IN THE DEVELOPMENT OF THE PLAN AND BE INCLUDED IN THE IDENTIFY TEAM SECTION.	☐	☐	N/A
8. ADDITIONAL PRIORITY/CSI COMPONENTS: -SCHOOLS ASSIGNED TO TIER 1 OR TIER 2 OF THE TIERED INTERVENTION SYSTEM MUST PARTNER WITH THE CONTRACTED TURNAROUND EXPERT (PUBLIC CONSULTING GROUP-PCG) TO DEVELOP A SCHOOL TURNAROUND PLAN. A REPRESENTATIVE(S) FROM PCG MUST ASSIST IN THE DEVELOPMENT OF THE PLAN AND BE INCLUDED IN THE IDENTIFY TEAM SECTION.	☐	☐	N/A

Well-rounded Education

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

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

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

• Description of the school vision.

Aurora's vision for well-rounded education includes rigorous instruction aligned to TN state standards and expectations, social emotional learning, opportunities for parental involvement. Student's needs are met through the use of information received from parents, IEPs, ILPs, and behavior. Aurora believes it is important to provide students with knowledge and skills needed in the foundational grades (K-5) in order to set them on the road to college. Our curriculum addresses and supports student proficiency in reading, writing, speaking, and listening as well as Social Emotional Learning.

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

Students in Kindergarten – 5th grade have scheduled enrichment that includes physical education and library/creative writing to support learning outside the traditional academic content areas. We have

Science enrichment outside of student's homeroom class that allows more time for hand-on learning and projects. Enrichment allows our students to show and apply knowledge and skills they may not have time to show during the regular academic schedule. Students are selected to lead activities in enrichment classes that support speaking, writing and listening comprehension. These classes help to increase student confidence and support social emotional learning. The teachers of the library and PE also collaborate with other content teachers to determine how to best support students and overall academic achievement. The librarian selects books that align to the text topics covered in ELA classes and makes the books readily available to students during the library class time.

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

The Aurora academic team works to ensure the least restrictive environment for students with disabilities. Aurora uses the push-in model (co-teaching) of academic support for all content areas unless otherwise noted on IEPs. The SpEd teacher pushes in to classes to provide SWD academic support during Tier 1 instruction as guided by the IEP. When students are pulled out of the classroom, SpEd teachers continue to use the curriculum with accommodations and modifications to ensure high quality, equitable instruction continues. During annual IEP meetings, all members of the committee provide data and input to guide the service hours and supports that students with disability may need.

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

WELL-ROUNDED EDUCATION — ADVISOR FEEDBACK

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

Disciplinary Practices

Describe the following:

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

During the 2025-2026 school year we suspended 6 students. While the suspensions were directly related to the student's actions, the team determined that the behaviors could have been avoided with more teacher supervision. In most situations there was time and opportunity for a teacher to interrupt

the behavior if the teachers were supervising and anticipating unwanted situations. The students who were suspended were already identified as students who do not always make the most appropriate decisions. The principal provides teachers with training on strategies that outline how to give clear and precise directions. Teachers should follow up by scanning and positive narration throughout the instruction or activity.

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

During the 2026-2027 school year we will utilize more student breaks for students who struggle in a structured environment for long periods of time. The grade level teams will collaborate to identify students. We have community partners in the classrooms who can support student breaks before unwanted behaviors. Our SpEd teachers will join weekly grade level meetings to discuss academic data and behavioral data to ensure teachers understand specific SEL supports that may be outlined in the IEP. Teachers will be asked to monitor behavior and parent communication on logs. The logs will be reviewed weekly by our **ACADEMIC COACHES** so we can track not only unwanted behaviors but analyze the events that led up to the incident. The data will provide input for needed professional development and support. Our assigned SpEd advisor can be a resource for us to use for professional development in this area.

DISCIPLINARY PRACTICES — ADVISOR FEEDBACK

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

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.

Provide school climate data

During the 2025-2026 school year, one student was dismissed from the building without an adult. over 5 students were left unattended by an adult either in the restroom or hallway, five incidents reported by parents of teachers disrespectful or embarrassing students. During our parent nights, our family attendance remained around 35% attendance which was less than previous years of having at least 50% attendance.

Analyze school climate data

For students left in the restroom or hallway, teachers did not follow the system in which teachers are asked to count students before and after each transition. The academic team revisited expectations with the identified teachers, provided practice opportunities and follow up observations. Incidents that reflected a negative culture involved teachers who had not received training and/or lacked knowledge

about establishing a positive culture. We recognized our families were impacted by outside influences that became a challenge for them to attend after school events.

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

Clear systems with aligned consequences for unwanted behavior- Teachers will receive appropriate training on creating and implementing systems and routines. Teachers will receive outlined behavior and consequences to guide their day-to-day decisions in the classrooms. The behavior monitoring in the classroom will include parent communication daily. We will implement the use of behavior logs and parent communication logs to monitor implementation.

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

During the school year we will prioritize uniformed and clear expectations for students. Level of offenses and aligned consequences will be clearly identified for each class and grade level. Teachers will revisit the guidance documents and practice the process with scenarios. Teachers will provide incentives on Fridays to encourage and support students meeting expectations. Time will be allocated in the master schedule. We will celebrate students meeting our PRIDE (perseverance, respect, integrity, determination and excellence) values. Students earning points towards the P.R.I.D.E. values will attend various celebrations throughout the school year that include on campus and off campus events. We will support Teachers in planning celebrations for students meeting growth goals on benchmark assessments. The P.R.I.D.E. values connect to our benchmark assessments as students are encouraged to use determination when completing assessments. We will implement the use of P.R.I.D.E bingo. Students can earn acorns on their bingo board when classes are observed following the systems and routines.

SAFE, SUPPORTIVE & HEALTHY ENVIRONMENTS — ADVISOR FEEDBACK

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

Integration and Effective Use of Technology in the Classroom

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

- A detailed description of the level of access students have to technology across all grade bands.

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

Use the heading below:

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

Students in grades K-1 have iPads at 1:1 ratio. Students in grades 2-5 each have a Chromebook at a 1:1 ratio. Devices are locked and stored in the classrooms for accessibility daily. Schedules allow for small group time for both ELA and math. During small group time, students rotate through technology stations to complete tasks in google classroom or tasks posted on class dojo. Students also complete tasks on programs such as Zearn for math and Epic for reading. Teachers use Promethean boards during lessons to increase student engagement and to create interactive lessons.

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

Challenges include training new teachers on the various platforms that students will use in class.

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

Aurora will provide training during in-service to provide more time for teachers to receive support before students arrive. We will include technology training in our scope and sequence of pd.

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

TISA

TECHNOLOGY — ADVISOR FEEDBACK

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

Parent and Family Engagement

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

students; black, Hispanic, Native American students; English learners; students with disabilities) and how is the school addressing those barriers. Include in the response:

- A description of the barriers that exist to greater engagement by families and how the school is addressing those barriers.
- The strategies being used to implement effective family and community engagement activities that are (1) meaningful and (2) aligned with the student academic achievement in the school.
- A description of the activities specifically designed to engage the families of historically underserved student groups as applicable (i.e. economically disadvantaged students, black, Hispanic, Native American students, English learners, students with disabilities).

Provide a general description of family and community engagement activities to be implemented.

What are you planning to do?

Aurora Collegiate serves a community that serves a high percentage of Hispanic families whose primary language is Spanish. One barrier is language. Parents support activities and attend events; however, many are limited in communication due to language.

Solution/Strategy- To help with communication, we seek support from translators during parent conferences, parent nights, and phone calls. The use of technology platforms such as Class dojo are also used to translate and communicate with parents. We have bilingual staff members to work in the main office to support families with communication and translation. We have a bilingual mentor who works with students, as well as communicates with families to support teachers. The bilingual mentor speaks Spanish and is able to utilize student's home language to help them master the English language during our RTI block. Our parents and families are encouraged to support events such as multicultural weeks. All communication from the school is sent home with students in English and Spanish. Parents volunteer to translate for other parents during parent conferences. We have committees that include staff and parents when planning school wide events. Stakeholders are involved through monthly meetings as listed below. During meetings parents learn about academic needs, strategies to support students at home and give feedback on progress and support. Parents will support implementation during monthly meetings, parent conferences and volunteering. The **SPECIAL PROJECTS COORDINATOR** supports families through communication and provides family resources. The **SPECIAL PROJECTS COORDINATOR** serves as a parent liaison for many families with outside resources to meet medical and financial needs.

Strategies to support family engagement

- August- Initial Title I Meeting and beginning of the year parent meeting.
- September- Math literacy strategies and fluency night where parents participate in math literacy sessions and discuss additional supports needed for students. Parents share their input regarding student success.
- October- Parent Conferences where parents and teachers discuss academic progress and needs. Discussions also include student goals and strategies to support mastery of goals. Teachers will complete academic survey to identify progress and needs for students based on conferences and goals set. Multicultural celebrations to acknowledge our Hispanic families and other cultures in the school.

- d. November- Science fair for students to present their science projects. We invite parents and community partners to serve as judges. This is a great opportunity for students to show their science, literacy, speaking and presentation knowledge and skills.
- e. December- Celebrations of Learning- Literacy Presentations (Language Night for ELL parents)- Students complete literacy presentations that focus on speaking, reading, writing and listening. Parents have the opportunity to see students as they present projects. Parents will also complete a survey regarding teacher support and academic progress. Teachers will complete academic survey to identify progress and needs for students based on conferences and goals set.
- f. January- Parent Conferences where parents and teachers discuss academic progress and needs. Discussions also include student goals and strategies to support mastery of goals. Parents will complete academic survey to identify progress and needs for students based on conferences and goals set.
- g. February- Community Meeting to review academic progress and needs, and determine strategies to support literacy and language progress. Black history celebrations to highlight and support our African American families. Multicultural celebrations to acknowledge our Hispanic families and other cultures in the school.
- h. March- Community meeting to review academic progress and needs for the upcoming summer learning and/or grade level. Parents will have the opportunity to register their child for summer learning and discuss needs for the remainder of the school year.
- i. April- Community meeting to discuss high stakes testing, preparation and other strategies to support students. Parents will have an opportunity to ask questions and see task aligned questions for state testing.
- At least half of the family and community engagement activities described have an academic focus and are aligned to the academic needs of the school. (Highlight the activities listed above that are academically focused and aligned to the academic needs of the school)**
At least one activity to engage parents and families of English Learners. (If applicable)
(Underline the activity that applies to families of English Learners.)

PARENT & FAMILY ENGAGEMENT — ADVISOR FEEDBACK

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

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

Eureka and EL curriculum, Co-planning, internalizing lessons, classroom management, Rules to routines, Supporting students with disabilities, supporting language learners, high quality lessons as outlined by the TEAM rubric.

List Activities for Teachers

Teachers will plan and practice curriculum lessons.

Teachers will plan clear systems and routines and practice with colleagues.

Teachers will practice give clear directions with positive narration.

Teachers will review example ELPA reports to plan accommodations based on language levels.

Teachers will review example IEP report to plan accommodations and modifications based on student goals.

Teachers will complete virtual courses to extend learning of content areas then redeliver the content to peers.

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

The activities give opportunities for teachers to practice prior to implementation with students. The practice space allows teachers to receive feedback from the academic team as well as colleagues.

Teachers share thoughts and ideas to implement during the school year. The time allows the teachers to work in grade level teams as well as content teams. The activities allow time for the teams to align on expectations and plan for the first 10 days, first quarter, first semester and each quarter after.

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

The activity addresses our need reduce loss of instructional time due to student discipline.

The activity addresses our need to improve and maintain a positive school climate.

Planned Professional Development for Leaders

List Activities for Leaders

Virtual curriculum courses for content knowledge.

Virtual courses TN Best for All for content and instruction.

Virtual courses for instructional practices outlined by TEAM rubric.

Weekly collaboratives to review and analyze data to determine trends.

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

The virtual courses increase content knowledge and skills that will lead to better coaching and feedback practices. The weekly collaboratives allow space for problem solving, revision and clear plans to implement to improve areas of need.

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

Address the needs of all students included SWD and language learners.

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

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.

The Academic team reviews student data and compare it to teacher effectiveness based on the student data as well as teacher performance based on the TEAM instructional rubric. We consider the support the teacher received throughout the school year, implementation of feedback on instruction, the teacher's attendance and overall professionalism of tasks related to instruction. The Academic team determines student needs for each grade level and content area. If teachers are asked to return, we then decide where the teacher might be most effective for students based on content and grade level needs. In some cases, the teacher returns to the same content area and grade level. In other cases, the teacher is asked to move to an area with a greater need such as literacy. We also consider moving teachers to special areas such as ESL.

Data process during the school year to ensure all students receive high quality instruction from effective teachers- The Academic team reviews student data by classroom teacher each month. Teachers are assigned to one content area so the data is directly tied to the assigned teacher. We have monthly data meetings to discuss student progress and needs. Data is reviewed for ESL students, students who receive special education services, economically disadvantaged students as well as other minority groups. During the meetings the Academic team provides instructional strategies for teachers to implement. The data meetings are followed by informal observations for implementation of strategies and direct support. Support includes co-teaching, co-planning, modeling the strategies, and reflective practice where lessons are recorded then viewed by the teacher to determine effective and ineffective instructional practices.

Process to select and retain high effective educator placements: All members of the academic team attend interviews for teacher candidates before making an offer of employment. We review the

academic needs and grade level placement needs prior to interviewing to ensure we align questions that are guided by the needs. Candidates are asked to execute model lessons with our students as part of the interview. We observe teacher interactions with students, basic knowledge of using the curriculum lesson provided for the model lesson and overall professionalism. Candidates are allowed to speak with teachers within Aurora to discuss students, families, academic needs and overall culture of the school.

Ongoing support to ensure all students receive highly effective instruction: The Academic Team includes 2 academic coaches. The academic coaches are provided with monthly professional development both in person and/or virtual. The Academic coaches receive curriculum training to ensure they understand the expectations of the curriculum and how it aligns to the TN state standards.

Teacher leaders include model classroom teachers, teacher fellow guides and teacher mentors. Meetings consist of data review, co-planning, modeling and practicing lessons, etc. Teachers have an opportunity to share needs and receive direct support. Teachers engage in reflective practice that includes recording lessons and reviewing lessons. Teachers attend monthly meetings with the Academic team to review student data from monthly assessments and intervention data to determine student progress and needs.

Data analysis to ensure low-income and minority students are being taught by effective teachers:

Teachers are expected to meet the basic instructional expectations (level 3) as outlined on the rubric. Teachers are observed by the principal to determine areas of strength and areas to improve. Teachers are assigned to high impact support if they are not meeting (level 3) minimum instructional expectations. Student data is analyzed using a student work analysis process to determine if the tasks are rigorous according to grade level expectations. We analyze the task, the performance expectations and student performance. The student work analysis determines which students are ready to move forward in the standard, which students need additional support.

We employ TEACHER FELLOWS who work with an effective teacher to receive one on one support and modeling. TEACHER FELLOWS may work with a teacher guide for 5 to 10 months in preparation of leading their own classroom. The teacher fellow program is in-house and teachers are completely training by Aurora staff.

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

For our language learners, we hire an ESL teacher per grade level to ensure quality support is provided. We use the co-teaching model with content teachers and the ESL teachers so that students receive high quality tier 1 instruction.

Based on student data, the team recognized the need for teachers to have content knowledge and be able to focus on limited areas of content in order to become an expert. We will continue to have departmentalized teachers in all grades to allow teachers the opportunity to learn on subject, plan to differentiate instruction to meet the needs of all learners and collaborate as a team regarding student needs and progress.

The principal provides professional development to teachers regarding intervention and progress monitoring. Teachers will learn how to review intervention data and plan mini lessons for small groups. Teachers will review an example IEP at a glance and learned the difference between accommodations and modifications and how and when to use each.

--

EDUCATOR PLACEMENT — ADVISOR FEEDBACK

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

Identify Priorities and Root Causes

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

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

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

Data analysis must include the following required areas: ELA, math, college career readiness and/or ACT/SAT, graduation rate, and student attendance. Upon completion, identify the school's areas of overall and greatest need for improvement for the next 3 years.		
Priority Areas for Improvement. In separate rows below, identify the areas for improvement including content/focus area, 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.	Prior strategies that have supported improvements and challenges that may or may not have contributed to the outcomes for the identified areas of improvement	Root cause for slow or limited gains in the priority area
Math K-12 (What grade level(s) and/or subgroups?) 4 th grade math (-2.9%) 5 th grade math (-12.5%) ESL T1-T4 (-21%) Current ESL (-13%)	Describe Strategies that may or may not have support improvements. S1- School wide curriculum usage for math to ensure	Problem- Decrease in the number of proficient students in math. Why? We analyzed benchmark assessment data to identify deficit areas but the data was

	alignment of standards, grade level expectations, academic vocabulary. The use of the curriculum positively impacts students achievement. The curriculum provides guidance for supporting language learners, differentiation of instruction and a diverse range of texts and topics. S2- Clear instructional model- gradual release of responsibility. The GRR, when implemented correctly allows students to show what they can do independently. The data gather through aggressive monitoring is used to determine small groups and reteach opportunities. School-wide this model was not implemented consistently. S3- Lesson internalization process- Teachers are expected to internalize lessons prior to practice and execution. We did not have scheduled time to ensure this happened consistently. Challenges Decrease in overall student proficiency in math from 34% to 33%. In third grade, 40% of students were proficient. However, in 4th grade only 26% and in 5th grade only 30% were proficient. Inconsistent student work analysis conducted during grade level/content meetings. Ineffective lesson internalization process utilized consistently.	not used to inform instruction. Basic fluency and math computation skills were lacking in 4th and 5th grade. Data analysis of student work was inconsistent and data was not used to plan high quality, differentiated instruction consistently. Why? Content knowledge of math was limited for math teachers? Why? Content knowledge of math was limited for Academic Supervisors therefore math instructional support was inefficient. Why? Appropriate amount of time was not properly invested in building content knowledge through professional development. Why? Professional development for math content and curriculum was frontloaded at the beginning of the school year and time restraints were a barrier to the level of content knowledge development needed throughout the school year.
ELA K-12 (What grade level(s) and/or subgroups?) Overall SWD (-2%) Overall T1-T4 transitional language learners (-7%)	Describe Strategies that may or may not have support improvements.	Problem- Decrease in the number of SWD and ELL to show growth or proficiency. Why? Teachers assigned to ESL/SpEd teacher roles did not

	S1- Use of the co-teaching model to allow the least restrictive environment. This model showed positive results in 2nd and 3rd grade because the teachers consistently followed the co-plan and co-teach model. Other grade levels did not yield the same results due to teachers not fully implementing the model and expectations of the model. S2- All teachers using the same curriculum to ensure alignment of standards, grade level expectations and academic vocabulary. The use of the curriculum positively impacts students achievement. The curriculum provides guidance for supporting language learners, differentiation of instruction and a diverse range of texts and topics. S3- Sped Advisors delivered professional development throughout the school year to content teachers and special education teachers. S4- ESL and SpEd teachers joined monthly sessions with MSCS. Teachers were able to bring back knowledge gained and implement during the lessons and/or share with colleagues.	have the content knowledge to support language learners or SWD. Why? Over 50% of teachers in these roles were new to teaching or new to the role. Why? ESL/SpEd teachers are in high demand which led to us hiring to fill required positions but the teachers were not trained in these areas prior to hire. Why? Academic team provided regular feedback and coaching support but the appropriate amount of time was not invested in training teachers in these roles to ensure high expectations were maintained throughout the school year. Why? Professional development for math content and curriculum was frontloaded at the beginning of the school year and time restraints were a barrier to the level of content knowledge development needed throughout the school year. Why? Deficit areas for ELA and language were identified for vocabulary and informational texts. We analyzed data from benchmark assessments but time throughout the year was not appropriately invested for daily instruction adjustments to increase in these areas.
Grade 3- no improvement identified with +13% increase. We will continue with current strategies for foundational literacy.	Describe Strategies that may or may not have support improvements. S1- Use of high quality curriculum lessons with fidelity. S2- Instructional time for writing increased in the master schedule. S3-Use of the co-teaching	

	model to allow the least restrictive environment. This model showed positive results in 3 rd grade because the teachers consistently followed the co-plan and co-teach model.	
Graduation Rate No improvement identified/does not apply	N/A	
Climate & Access: Chronically Out of School (What grade level(s), and/or subgroups?) Overall 20.5% chronically out of school	Describe Strategies that may or may not have support improvements. S1- Daily phone calls to parents of students who were absent. The phone calls did not always result in students attending school regularly. S2- Monthly meetings with parents of students who missed more than 10% of days in school. The meetings motivated some parents to bring their child to school while others continued with their absences. S3- Attendance celebrations for students who attended school daily each quarter. Students were motivated and wanted to attend the celebrations. However, we did not see parents share the same enthusiasm. S4- Quarterly meetings with parents of students who were at risk of truancy to review academic progress of their child. The academic conversations increased parent's understanding of how attendance impacts academics.	Problem- A select group of students have a high number of absences, a high number of late arrivals and a high number of early dismissals. This causes students to miss tier 1 instruction. Why?- parents do not see the connect of student academic performance and full day school attendance. Why? Attendance data was included in parent conferences but graded assignments did not reflect a decrease in student performance? Why? Teachers did not have a clear process for make-up work opportunities or missing assignments which caused the grade averages to remain high. Why? Grading process was not aligned across grade levels and no clear process? Why? Time was not invested to improve our grading process for students who were chronically absent.
SAT/ACT (Grade level(s))	N/A	

No improvement needed/ does not apply

PRIORITIES & ROOT CAUSES — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
28. THE SCHOOL REVIEWED THE DATA THAT INCLUDES BUT IS NOT LIMITED TO EACH OF THE REQUIRED DATA SECTIONS (I.E. ACADEMIC ACHIEVEMENT AND GROWTH- ELA (GRADE 3, EARLY LITERACY, GRADES 4-12) AND MATH (GRADES K-12), GRADUATION RATE, COLLEGE AND CAREER READINESS AND/OR ACT/SAT, STUDENT ATTENDANCE).	☐ X	☐	
29. THE SCHOOL HAS IDENTIFIED NEEDS.	☐ X	☐	
30. THE SCHOOL HAS PRIORITIZED AREAS OF IMPROVEMENT FOR THE NEXT THREE YEARS (IDEALLY 3-5).	☐ X	☐	
31. THE SCHOOL HAS PROVIDED A DESCRIPTION OF PROGRESS AND CHALLENGES THAT MAY OR MAY NOT HAVE CONTRIBUTED TO THE OUTCOMES FOR THE IDENTIFIED AREAS OF IMPROVEMENT, AS APPLICABLE.	☐ X	☐	
32. THE SCHOOL HAS PROVIDED A DESCRIPTION OF PRIOR STRATEGIES THAT MAY OR MAY NOT HAVE CONTRIBUTED TO THE OUTCOMES, INCLUDES SOME REFLECTION ON PRIOR YEAR STRATEGIES THAT MAY OR MAY NOT HAVE CONTRIBUTED (POSITIVELY OR NEGATIVELY) TO SCHOOL OUTCOMES.	☐ X	☐	
33. THE SCHOOL HAS PROVIDED A DESCRIPTION THAT IDENTIFIES SOME ROOT CAUSES TO EXPLAIN THE REASONS FOR THE CHALLENGES FACED THAT ARE WITHIN THE SCHOOL'S CONTROL TO ACT ON AND VARY APPROPRIATELY BASED ON THE SCHOOL'S DATA.	☐ X	☐	

Goals and Strategies

GOALS — ADVISOR FEEDBACK

RUBRIC CRITERIA	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	NOTES
34. THE SCHOOL HAS REVIEWED THE AREAS OF IMPROVEMENT AND HAS IDENTIFIED A REASONABLE NUMBER OF 3-YEAR GOALS (IDEALLY 3-5).	☐ X	☐	
35. THE GOALS ADEQUATELY ALIGN TO THE IDENTIFIED AREAS OF IMPROVEMENT.	☐	☐ X	
36. THE GOALS ARE SMART (SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT, AND TIME-BOUND) AND INCLUDE COMPONENTS THAT ADDRESS WHAT IS TO BE IMPROVED, FOR WHOM, THE AMOUNT OF EXPECTED IMPROVEMENT, AND BY WHEN.	☐	☐ X	
37. THE SCHOOL HAS PROVIDED ADEQUATE AND MOSTLY HIGH-QUALITY GOAL STATEMENTS.	☐	☐ X	
38. THE SCHOOL HAS PROVIDED GOAL STATEMENTS THAT ARE ACCOMPANIED BY AMBITIOUS BUT ATTAINABLE ANNUAL TARGETS LEADING TO THE THREE-YEAR GOAL.	☐	☐ X	

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

Goal 1: Grade 3 ELA (Required)

70% of students will score proficient on the 3rd grade TCAP by 2029 ____.

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

Year	Annual Target (At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*)	Data Sources
2026-27	40% to 45%	TCAP
2027-28	45% to 50%	TCAP
2028-29	50% to 55%	TCAP

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

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

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

Strategy Description Defines what the strategy is and establishes areas of consistent, schoolwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable. (Not required for school planning)	Other funding source and amount, if applicable
<u>Strategy and description</u> <u>S1- Standard Aligned Core Instruction</u> – Provide daily access to a rigorous reading language arts curriculum that will develop	<u>Implementation</u> Weekly classroom observations will be conducted using the TEAM classroom walkthrough <u>Improvement</u>		

students' deep understanding of the content, strengthen, comprehension, and promote mastery of TN Standards to ensure students are career and college ready. For example, lesson plan reviews and task analysis. <u>S2- Professional Development</u> Provide professional development for teachers, administrators, and instructional teacher leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, and student proficient reading level of grade supported texts. <u>S3- Targeted intervention and personalized learning-</u> Provide academic interventions and individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement	50% of students should perform at or above the 65th percentile on Benchmark Assessments (Fall, Winter, and Spring), which align with the grade-level core instructional standards. Monthly review of TEAM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.		

Goal 2

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

Goal 2:

By May 2029, Aurora will increase the percentage of students who score proficient in grades 3rd – 5th **Math** outcomes for all students, students with disabilities and English learners.

- All students - from 33.1% to 48.1%
- 3rd-5th 33.1% to 48.1% (ALL); 22.2% to 37.2%(SWD); 9.5% to 24.5% (ELL)

Year	Annual Target	Data Sources
------	---------------	--------------

	(Include targets for All students and identified subgroups)	
2026-27	<u>Include your school's grade levels and breakdown based on student groups</u> All students – from 33.1% to 38.1% 3 rd –5 th 33.1% to 38.1%, All 33.1% to 33.8%, SWD 22.2% to 27.2%, ELL 9.5% to 14.5%	TCAP
2027-28	<u>Include your school's grade levels and breakdown based on student groups</u> All students – from 38.1% to 43.1% 3 rd –5 th 38.1% to 43.1%, All 38.1% to 43.1%, SWD 27.2% to 32.2%, ELL 14.5% to 19.5%	TCAP
2028-29	<u>Include your school's grade levels and breakdown based on student groups</u> All students – from 43.1% to 48.1% 3 rd –5 th 43.1% to 48.1%, All 43.1% to 48.1%, SWD 32.2% to 37.2%, ELL 19.5% to 24.5%	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. (Not required for school planning)	Other funding source and amount, if applicable
S1- Strategy and Description: Targeted Intervention and Personalized Learning – Provide academic interventions, personalized learning activities designed to meet the needs of specific learners to improve student achievement in Math. S2- Professional development- provide daily access to a rigorous math curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN standards to ensure students college and career ready. For	Implementation 30 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 grade level lesson plans. Improvement Tutored students outperform non-tutored peers by 10% increase on interim assessments quarterly.		

example, lesson plan reviews and task analysis.			
S3- Targeted intervention and personalized learning- provide academic interventions, personalized learning activities and various instructional approaches designed to meet the needs of specific learners to improve student achievement.			

Goal 3

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

Goal 3:

Climate & Access: Chronically Out of School

By MAY 2029, Aurora will decrease the number of all students who are **chronically absent** from 20.5% to 14.5%.

- 6% to 3%(SWD); 9.5% to 18.5% to 14.5% (ELL)

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27	All students 20.5% to 18.5% SWD 6% to 5%, ELL 18.5% to 17.5%	POWERSCHOOL/POWER BI
2027-28	All students 18.5% to 16.5% SWD 5% to 4%, ELL 17.5% to 16%	POWERSCHOOL/POWER BI
2028-29	All students 16.5% to 14.5% SWD 4% to 3%, ELL 16% to 14.5%	POWERSCHOOL/POWER BI

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

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

S1- Targeted interventions and support that address the attendance challenges and provide appropriate family supports. S2- Parent, Family, and community engagement- Promote quarterly effective parent, family and community engagement activities and resources that support safe schools, which will improve student attendance.	Implementation Conduct daily review of student absences. Conduct daily phone calls to parents of students who are absent to determine the reason for the absence. Monthly data review of absences to analyze patterns or challenges. Quarterly review of challenges and identify possible supports for families. Provide support to families that will lead to increased student attendance. Improvement Review monthly PowerBI reports to ensure we are decreasing the number of absences by 2%.		

Goal 4

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

Goal 4:

By MAY 2029, Aurora will increase the percentage of students who score proficient in grades 4th – 5th **ELA** outcomes for all students, students with disabilities and English learners.

- All students - from 33.6% to 38.6%
- 4th-5th 33.6% to 38.6% (ALL); 11.1% to 14.1%(SWD); 12.7% to 15.7% (ELL)

Year	Annual Target (Include targets for All students and identified subgroups)	Data Sources
2026-27	33.6% to 34.6% 12.5% to 13.5% (SWD)	TCAP

	15.8% to 16.8% (ELL)	
2027-28	34.6% to 35.6% 13.5% to 14.5% (SWD) 16.8% to 17.8% (ELL)	TCAP
2028-29	35.6% to 36.6% 14.5% to 15.5% (SWD) 16.8% to 17.8% (ELL)	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. (Not required for school planning)	Other funding source and amount, if applicable
<u>Strategy and description</u> <u>S1- Standard Aligned Core Instruction</u> – 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. For example, lesson plan reviews and task analysis. <u>S2- Professional Development</u> Provide professional development for teachers, administrators, and instructional teacher leaders on how to articulate the instructional practice shifts that will improve teachers’ pedagogy of the content, master of standard look fors, and student proficient reading level of grade supported texts. <u>S3- Targeted intervention and personalized learning-</u> Provide academic interventions and individualized learning pace, and various instructional	<u>Implementation</u> Weekly classroom observations will be conducted using the TEAM classroom walkthrough <u>Improvement</u> 50% of students should perform at or above the 65th percentile on Benchmark Assessments (Fall, Winter, and Spring), which align with the grade-level core instructional standards. Monthly review of TEAM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards. Implementation 30 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		

approaches designed to meet the needs of specific learners to improve student achievement	implementation of grade level lesson plans. Improvement Tutored students outperform non-tutored peers by 10% increase on interim assessments quarterly.		

STRATEGIES, ACTION STEPS & BENCHMARK INDICATORS — ADVISOR FEEDBACK

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

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

Additional School Plan Components

Schoolwide Plan (only to be completed by schoolwide schools)

Opportunities for All Students

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

Opportunities for all students

Aurora will 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. Aurora will provide professional development for teachers, administrators, and instructional teacher leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, and student proficient reading level of grade supported texts. Aurora will provide academic interventions and individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.

The academic team (principal, academic coaches, RTI team) will analyze data to determine the needs of all students based on BOY inform data. Data will be used to create small groups for personalized instruction. The academic team will review IEPs for SWD and ILPs for ELs to ensure opportunities for all students in their least restrictive environment. The academic team will conduct classroom walkthroughs twice per week and provide immediate instructional feedback. The bilingual mentor supports students in the classroom and during intervention. The bilingual mentor supports parent communication and keeps parents informed of activities and upcoming family events. Communication is sent home in the family's native language.

At Risk Students

Aurora will 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. Aurora will provide professional development for teachers, administrators, and instructional teacher leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, and student proficient reading level of grade supported texts. Aurora will provide academic interventions and individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.

The academic team (principal, academic coaches, RTI team) will analyze data to determine the needs of all students based on BOY inform data. Data will be used to create small groups for personalized

instruction. The academic team will review IEPs for SWD and ILPs for ELs to ensure opportunities for all students in their least restrictive environment. Interventionists will support the RTI block by pulling small groups of students and provide high quality lessons to support deficit areas and close academic gaps. The academic team will conduct classroom walkthroughs twice per week and provide immediate instructional feedback. The bilingual mentor supports students in the classroom and during intervention. The bilingual mentor supports parent communication and keeps parents informed of activities and upcoming family events. Communication is sent home in the family's native language.

Strengthening Academics and Quality Learning

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

Strengthening Academics

The principal and academic team meets to determine needs for teachers and students. The team analyzes improvements and what led to the increase. The discussion provides information for the academic team to create clear systems for each component of their work. The curriculum is reviewed to determine standards that are essential and which lessons align to the essential standards of the grade level. Professional development will be created to support curriculum and rigorous lessons during the school year. Professional development will include opportunities for teachers to increase knowledge of SWD and EL's. The school's daily schedule is created to provide opportunities for academic interventions, individual learning pace, and various instructional approaches. Ongoing, monthly support is provided to ESL teachers and SpEd teachers by the academic team, the sped advisor and ESL advisor.

Increase Amount and Quality Learning

The daily academic schedule includes schedule time for whole group instruction and small group instruction. Teachers plan lessons for both whole group and small groups based on the state standards and grade level expectations. Data from quarterly assessments and benchmark assessments will be used to differentiate instruction and adjust instructional time with content teachers.

Aurora will 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. Aurora will provide professional development for teachers, administrators, and instructional teacher leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, and student proficient reading level of grade supported texts. Aurora will provide academic interventions and individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.

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

Strengthening Academics for Title I Schools

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

N/A

Regular Education Coordination

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

N/A

Professional Development

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

N/A

SCHOOL-WIDE PLAN & BUDGET — ADVISOR FEEDBACK

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

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

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

TSI/ATSI SUPPORTS — ADVISOR FEEDBACK

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

Priority/CSI Designation Only

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

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

PRIORITY/CSI — ADVISOR FEEDBACK

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

FINAL REVIEW — ADVISOR FEEDBACK

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

ADVISOR FEEDBACK SUMMARY **AURORA 8256**

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

SIP SECTION	MEETS EXPECTATIONS	NEEDS IMPROVEMENTS	SUMMARY NOTES / REQUIRED REVISIONS
PLAN COMPLETENESS -	☐ X	☐	
COVER PAGE -	☐ X	☐	
PLANNING TEAM -	☐ X	☐	
STAKEHOLDER INVOLVEMENT -	☐ X	☐	
WELL-ROUNDED EDUCATION -	☐ X	☐	
DISCIPLINARY PRACTICES -	☐ X	☐	
SAFE, SUPPORTIVE & HEALTHY ENVIRONMENTS -	☐ X	☐	
TECHNOLOGY -	☐ X	☐	
PARENT & FAMILY ENGAGEMENT -	☐ X	☐	
PROFESSIONAL LEARNING -	☐ X	☐	
EDUCATOR PLACEMENT -	☐ X	☐	
PRIORITIES & ROOT CAUSES -	☐ X	☐	
GOALS -	☐	☐ X	SEE COMMENTS IN YOUR PLAN.
STRATEGIES, ACTION STEPS & BENCHMARK INDICATORS -	☐ X	☐	
SCHOOL-WIDE PLAN & BUDGET -	☐ X	☐	
TSI/ATSI SUPPORTS -	☐	☐	
PRIORITY/CSI -	☐	☐	
FINAL REVIEW -	☐	☐	

OVERALL ADVISOR SUMMARY / NEXT STEPS