

School Turnaround Plan Development

Requirements for Priority/Comprehensive Support and Improvement (CSI) Designated Schools

All school plans must meet the minimum requirements outlined in the School Plan Review Tool. Schools designated as Priority/CSI must meet the additional requirements outlined below.

ePlan Section	Additional Requirement(s)
Prepare and Reflect to Plan: Identify Team	Schools assigned to Tier 1 of the Tiered Intervention System (TIS) 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. Schools assigned to Tier 2 that are not partnering with a TDOE-approved turnaround expert to develop the school turnaround plan must partner with the department to do so. A TDOE representative must be included in the Identify Team section.
Goals	All three-year goals must clearly outline a pathway to achieve Priority/Comprehensive Support and Improvement (CSI) exit criteria.
Annual Targets	Annual targets must reflect a pathway to meet Priority/Comprehensive Support and Improvement (CSI) exit criteria.
Strategies	Label each strategy sequentially as S1, S2, S3, etc., and place each one in its own row within the table. Under each strategy, bullet actions describing how the strategy will be implemented. For each goal, restart the strategy numbering at S1 (<i>see example below</i>). Include strategies and actions that support implementation of the TIS intervention option.
Benchmark Indicators	Benchmark indicators used to monitor progress throughout the year should be categorized into “implementation” and “effectiveness” measures. Each category should include 2–3 indicators and include frequency of monitoring. (<i>see example below</i>)
Other Funding Sources	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. (<i>see example below</i>)
Additional School Planning Areas: Priority/CSI Designation Only	Indicate the Tiered Intervention System (TIS) option being implemented at the school.
Related Documents	The following documents must be 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 this requirement, upload a copy of the parent notification documentation for the 2026-27 SY. Sample template included below. - Upload the root cause analysis tools used to identify the root causes within the school's control for each identified priority area. Examples: 5 Whys Document, Fishbone Document

For schools participating in the School Turnaround Program (STP) only:

Cohort 1 (began program in the 2025-26 SY)

Fill out the following sections in ePlan:

- Cover Page
- Prepare and Reflect to Plan
- Schoolwide Plan
- Additional School Planning Areas: Priority/CSI Designation Only

Upload in related documents:

- School turnaround plan completed with the turnaround expert
- Parent notification documentation for the 2026-27 SY.

Cohort 2 (beginning program in the 2026-27 SY)

- If the school turnaround plan developed with the turnaround expert is complete by August 31, 2026, follow the same steps as listed above in Cohort 1.
- If the school turnaround plan has not been completed with the turnaround expert by August 31, then **all** sections of the school turnaround plan must be completed.

Example strategy table:

Strategy Description	Benchmark Indicator	Est. TISA Amount	Other funding source and amount
S1. Support implementation of high-quality instructional materials. • Use Ready Reading books for small group standards-based instruction • Engage in grade-level collaborative planning to prepare lessons for both whole-group and small-group instruction.	Implementation: • Weekly lesson plans • Weekly collaborative planning agendas and minutes Effectiveness: • Weekly walkthrough observations will indicate that at least 60% of teachers regularly engage in small-group instruction. • Quarterly benchmark assessment scores will increase the number of students scoring meets or exceeds expectations by at least 10% after each administration.		TAG 6 Ready Reading books, \$21,500.00

Bullet the actions that will be taken to implement the strategy. (former action steps)

Categorize benchmark indicators into implementation and effectiveness.

For grant funded strategies, include the grant name, the item being funded, and the amount.

Number the strategies, putting each strategy in its own row.

S2. Create opportunities for staff collaboration that focus on improving the quality of teaching and learning in all classrooms. • The Instructional Coach 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.	Implementation • Weekly PLC meeting logs that include agenda and meeting minutes • Monthly 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. • TEAM observation scores will demonstrate that 80% of teachers participating in mentor support receive a level 3 or higher.		TAG 6 Instructional Coach - \$85,000 SSIG 3 – Stipends for mentor teachers - \$15,000
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Parent Notification Template

Dear Parent or Guardian,

Each year, the Tennessee Department of Education examines schools' performance across several indicators to provide an overall view of how schools are serving the needs of all students. The Department of Education included the following indicators in its analysis of school accountability:

- Student achievement
- Student growth
- English learner proficiency exam (ELPA)
- Chronic absenteeism
- Ready graduate (high school only)
- Graduation rate (high school only)

Under the federal Every Student Succeeds Act (ESSA), the department is required to use the school accountability results to identify those schools with the lowest performance across student groups (e.g., individual racial/ethnic student groups, students with disabilities, economically disadvantaged, and English learners).

We are writing to inform you that *[School name]* is identified for *[Designation]* as required by ESSA and the U.S. Department of Education during the (20--/--) school year. This federal designation will be retained until the school exits or a new designation list is released.

Our school is working hard with the district and the Tennessee Department of Education to increase student performance by *[List specific activities/programs the school and district are implementing to address student performance.]*. We encourage you to help by participating in the development and implementation of our school improvement plan and/or *[list other parent activities specific to the district and/or school.]*

Sincerely,
[Signature]
[Position]