

# 2026-27 to 2028-29 School Plan Template

## Overview

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

School Name

School Principal Name

School Principal Email

## 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.

### 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.

### 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.

**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.

**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.

**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.

### **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).

### **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.

### **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.

### **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.

<b>Priority Areas for Improvement.</b> <b>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.</b>	<b>Prior strategies that have supported improvements</b>	<b>Root cause for slow or limited gains in the priority area</b>

## Goals and Strategies

### Goal 1: Grade 3 ELA (Required)

\_\_\_% of students will score proficient on the 3<sup>rd</sup> grade TCAP by \_\_\_\_.

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

Year	<b>Annual Target</b>  (At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*)	<b>Data Sources</b>
2026-27		

2027-28		
2028-29		

\* 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.

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

**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:**

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

Year	<b>Annual Target</b> (Include targets for All students and identified subgroups)	<b>Data Sources</b>

2026-27		
2027-28		
2028-29		

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

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

**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:**

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

Year	<b>Annual Target</b> (Include targets for All students and identified subgroups)	<b>Data Sources</b>
2026-27		

2027-28		
2028-29		

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

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

**Goal 4**

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

**Goal 4:**

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

Year	<b>Annual Target</b> (Include targets for All students and identified subgroups)	<b>Data Sources</b>
2026-27		

2027-28		
2028-29		

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

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

**Goal 5**

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

**Goal 5:**

<i>&lt;Insert and tailor district goal to school specific data and/or context.&gt;</i>
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Year	<b>Annual Target</b> (Include targets for All students and identified subgroups)	<b>Data Sources</b>
2026-27		
2027-28		

2028-29		
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**Strategies:** Include the goal-specific strategies that the school is implementing or intends to implement to reach the stated goal.

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

**Goal 6**

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

**Goal 6:**

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

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

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

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

## 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.

### 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.

**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.

**Regular Education Coordination**

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

**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.

**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?

**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

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