

# FY27 Title I Schoolwide Charter Plan

Lillie May Carroll Jackson Charter School · School #0371 ·  
2026-2027

**School Number:** 0371 · **School Name:** Lillie May Carroll Jackson Charter School **Principal:** Anitra Washington · **Operator:** Kristina Kyles-Smith **Additional Title I Points of Contact:** Anitra Washington (Principal); Natasha Blake; Michelle Vaughn (Special Education) **School Website with FY27 Title I Plan posting:** [www.LillieMay.org](http://www.LillieMay.org)

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## Component 1: Comprehensive Needs Assessment

To ensure that the school's comprehensive plan best serves the needs of those scholars who are failing, or are at risk of failing, to meet the challenging State academic standards, the school conducts a comprehensive needs assessment that considers scholar academic achievement in relation to those standards.

### a. Data Sources

LMCJ triangulates multiple data sources across literacy, mathematics, and whole-scholar indicators:

- **Literacy:** JumpRope grades (ELA Academic & HOME); i-Ready ELA (BOY / MOY / EOY); MCAP ELA proficiency; Looking-at-Student-Work (LASW) / High-Quality-Work (HQW) protocol reviews.
- **Mathematics:** JumpRope grades (Math Academic & HOME); i-Ready Math (BOY / MOY / EOY); MCAP Math proficiency; LASW / HQW protocol reviews.
- **Whole Scholar:** Attendance rates (daily and tardies); out-of-school suspension data; Crew HOME scores and Sense of Belonging survey; character walkthrough data and HOME student-led-conference reflection audits.

## **b. Identified Prioritized Needs for SY26-27**

**Priority 1 — Literacy: Strengthen Tier I ELA instruction across all grades, with particular focus on 5th and 6th grade.** Accelerate scholars from below-grade-level reading toward grade-level mastery, anchored in TNTP’s *Opportunity Myth* research — which finds that scholars of color who appear below grade level grow substantially when given grade-level work with scaffolds rather than below-grade-level remediation. *Supporting data:* On the Spring 2026 i-Ready ELA, 27% of scholars reached Early-On grade level or above, exceeding the 20% FY26 target; 35% remain three or more grade levels below. *Root cause:* Scholars who appear below grade level have historically been routed to below-grade-level work rather than given grade-level access with intentional scaffolds. The 35% who are three-plus grade levels below need grade-level access paired with structured, just-in-time intervention that builds prerequisite skills inside grade-level instruction.

**Priority 2 — Mathematics: Accelerate scholars to grade-level mathematics through coherent Tier I delivery and a strengthened Tier II intervention model, with particular focus on 6th grade.** *Supporting data:* On the Spring 2026 i-Ready Math, 19% of scholars reached Early-On grade level or above (a jump from 7% at mid-year), exceeding the 15% FY26 target; 36% remain three or more grade levels below. *Root cause:* The same Opportunity Myth pattern, compounded by an under-defined Tier II intervention model. For the scholars furthest behind, grade-level Tier I must be paired with structured Tier II support that builds prerequisite computational and conceptual skills.

**Priority 3 — Belonging: Translate scholars’ strong sense of belonging in Crew into academic risk-taking during instructional time.** *Supporting data:* On the mid-year Sense of Belonging survey, belonging measured 68% in Crew but 54% in academic classes — a 14-point gap. *Root cause:* Habits of Character are well established in Crew (relational settings) but not yet integrated into classroom instructional routines. Grounded in research on Black girls in urban schools (Morris; Crenshaw, Ocen & Nanda) and Hammond’s *Culturally Responsive Teaching and the Brain*, classroom belonging is the precondition for the productive struggle that drives acceleration.

**Priority 4 — Verification: Make grade-level High-Quality Work routine and verifiable through institutionalized LASW/HQW protocol cycles and stronger assessment coherence.** *Root cause:* The HQW vision is clear, but instructional routines, assessment-design coherence, and summative-evidence practices are still emerging. Without systematic LASW cycles, minimum summative expectations, and a locked HOME standards architecture in JumpRope, grade-level rigor cannot be consistently verified across classrooms.

## **Component 2: Schoolwide Reform Strategies**

### **a. Statement of Goals**

#### **Literacy**

- Increase ELA MCAP proficiency from the FY26 baseline toward 42% (CSI goal).
- Increase the share of scholars scoring Early-On grade level or above on i-Ready ELA from 27% (FY26 EOY) to 30%.
- Increase the schoolwide JumpRope Academic ELA average from 2.77 to 2.85.
- Have 80% of scholars meet i-Ready Reading growth targets (Fall to Spring).
- Reduce the share scoring three or more grade levels below on i-Ready ELA from 35% to 28%.

#### **Mathematics**

- Increase Math MCAP proficiency from the FY26 baseline toward 30% (CSI level).
- Increase the share of scholars scoring Early-On grade level or above on i-Ready Math from 19% (FY26 EOY) to 25%.
- Increase the schoolwide JumpRope Academic Math average from 2.62 to 2.85; 6th-grade Math from 2.39 to 2.70.
- Reduce the share scoring three or more grade levels below on i-Ready Math from 36% to 28%.
- Identify and implement a structured Tier II Math intervention tied to grade-level acceleration.

#### **Whole Scholar**

- Maintain attendance at or above 95% schoolwide; reduce the students-with-disabilities attendance gap toward parity.
- Reduce out-of-school suspensions to 20 or fewer.
- Improve Sense of Belonging to 75% in Crew and 70% in academic classes (closing the 14-point gap).
- Have 75% of a sampled one-third of scholars describe the HOME qualities and how they live them.
- Meet or exceed standards for Complexity, Craftsmanship, and Authenticity on at least 60% of student-work samples reviewed in LASW/HQW cycles.
- Raise the building-wide summative assessment rate above 25% and lock the HOME standard set in JumpRope.

## **b. Identification of Strategies**

### **Evidence-Based Strategy 1 — Grade-Level Acceleration as the Default, with Strategic Intervention Layered In**

*Person(s) responsible:* Instructional Leadership Team (Anitra Washington, Principal; ILT content leads). *Timeframe:* July 2026 – June 2027.

Grounded in TNTP’s *The Opportunity Myth* (2018) and *Accelerate, Don’t Remediate* (2021), this strategy makes grade-level work with intentional scaffolds the default for every scholar, with targeted intervention layered in for those who need additional skill-building. It embeds ILT-led coaching cycles focused on standards alignment, grade-level task design, and Feedback-for-Mastery routines, integrating EL Education Core Practices 10–12 into weekly walkthroughs, content-team meetings, and lesson-plan audits. The strategic intervention layer — i-Ready Personalized Instruction, small-group differentiated instruction, MTSS/SST processes, and IEP-aligned supports for scholars with disabilities — operates inside grade-level Tier I rather than as pull-out replacement.

*ESSA evidence-based strategies supported:* EL Education curriculum and Core Practices (Demonstrates a Rationale); i-Ready Personalized Instruction (Strong Evidence, What Works Clearinghouse); MTSS (Strong Evidence, WWC); culturally responsive scaffolding per Hammond’s Ready for Rigor framework. *Benchmarks:* Monthly walkthroughs (100% teacher coverage); i-Ready growth (target 30% ELA / 25% Math Early-On or above by EOY); monthly JumpRope review; MCAP proficiency at EOY; lesson-plan audit ratings shifting from “emerging” to “effective.” *Title I-funded resources:* a 0.5 FTE Math teacher position supporting grade-level Tier I instruction and small-group differentiated math.

### **Evidence-Based Strategy 2 — Identity-Affirming Habits of Scholarship as the Foundation for Academic Risk-Taking**

*Person(s) responsible:* Leadership Team (Principal, Family Engagement Lead, Climate Team). *Timeframe:* July 2026 – June 2027.

LMCJ scholars demonstrate strong belonging in Crew but markedly weaker belonging in academic classrooms. Grounded in Hammond’s *Culturally Responsive Teaching and the Brain* (2014) and research on Black girls in urban schools (Morris, 2016; Crenshaw, Ocen & Nanda, 2015), this strategy translates Crew belonging into classroom academic engagement by explicitly teaching and reinforcing Habits of Scholarship as the foundation for productive struggle on grade-level content. It integrates EL Education Core Practice 22 (Fostering Habits of Character) into daily classroom instruction, not only Crew.

*ESSA evidence-based strategies supported:* EL Education Crew model and

Habits of Character framework (Demonstrates a Rationale); restorative practices (Moderate Evidence, WWC); culturally responsive instruction. *Benchmarks:* Sense of Belonging survey each trimester with  $\geq 80\%$  response rate (targets: Crew 75%, Academic 70%); HOME walkthrough fidelity toward 90%; suspensions  $\leq 20$ ; attendance  $\geq 95\%$ . *Title I-funded resources:* the Title I-funded teaching positions also serve as Crew leaders, embedding Habits of Scholarship into daily instruction.

### **Evidence-Based Strategy 3 — High-Quality, Grade-Level Authentic Work as the Verification of Acceleration**

*Person(s) responsible:* Instructional Leadership Team and content-team leads.  
*Timeframe:* July 2026 – June 2027.

LASW (Looking at Student Work) and HQW (High-Quality Work) protocol cycles are how LMCJ verifies that acceleration is actually reaching every scholar. This strategy institutionalizes LASW/HQW cycles within content-team and grade-level structures, establishes minimum summative expectations per section per trimester, calibrates shared definitions of class-work/formative/summative, and locks the HOME standards architecture in JumpRope for cross-classroom comparability.

*ESSA evidence-based strategies supported:* EL Education HQW framework and expedition model (Demonstrates a Rationale); LASW protocol supported by formative-assessment research (Black & Wiliam); Amplify ELA components (Strong Evidence, WWC). *Benchmarks:* LASW/HQW cycles (2+ per teacher per year, with a mid-year checkpoint); Complexity, Craftsmanship, and Authenticity standards each met by  $\geq 60\%$  of samples reviewed; building-wide summative rate above 25%; HOME standard set locked before Trimester 1.

### **Evidence-Based Strategy 4 — 5th-6th Grade Acceleration Bridge for the LMCJ Entry Pipeline**

*Person(s) responsible:* 5th and 6th grade teaching teams; Instructional Leadership Team. *Timeframe:* July 2026 – June 2027.

6th grade is the main entry point at LMCJ (approximately 70 scholars annually) and the grade with the most concerning FY26 academic trajectory, even as 6th-grade scholars hold the highest HOME score — indicating strong engagement not yet translating into academic mastery. This strategy provides dedicated 5th and 6th grade instructional coaching, curriculum-coherence audits (ELA text complexity and Math task alignment), and a summer foundations bridge for new 6th-grade entrants, combining acceleration coaching with the Tier II Math intervention work named in Strategy 1.

*ESSA evidence-based strategies supported:* developmentally responsive middle-grades practices per AMLE's *This We Believe* (Demonstrates a Ra-

tionale); summer learning programs (Moderate to Strong Evidence, WWC); EL Education Core Practices 10-12; structured Tier II Math intervention. *Benchmarks:* 6th-grade JumpRope ELA and Math each  $\geq 2.70$ ; 6th-grade i-Ready BOY-EOY growth; 6th-grade suspension reduction; new-entrant summer-bridge participation  $\geq 75\%$ . *Title I-funded resources:* 5-6 instructional coaching/release time; structured Tier II Math intervention; ELA acceleration text sets; summer foundations bridge programming.

### **Component 3: Parent, Community, and Stakeholder Engagement**

This plan was developed with the involvement of parents, scholars, staff, the PTO, and the LMCJ Board of Directors. The plan is made available to the LEA, parents, and the public in an understandable and uniform format and, to the extent practicable, in a language families can understand.

Engagement	Stakeholders	Date
Back-to-School Night & PTO Sign-Up	Families, scholars, staff, PTO	Aug 26, 2025
Mastery of Knowledge & Skills Night	Families, scholars, PTO, staff	Oct 23, 2025
November PTO Meeting	PTO, families, leadership	Nov 20, 2025
Budget Priority Engagement Session	PTO, families, leadership, community	Dec 16, 2025
Board of Directors Meeting	Board, Operator, Principal, leadership	Dec 18, 2025
Scholar-Led Conferences (Trimester 2)	Families, scholars, teachers	Jan 9, 2026
Community Budget Forum (February PTO)	Full community, PTO, Board	Feb 26, 2026
Board Budget Review Meeting	Board, Operator, Principal, Grants Specialist	Apr 23, 2026
Lillie May Day & Celebration of Learning	Full community, families, scholars, Board	May 21, 2026

## **Component 4: Coordination with Other Federal, State, and Local Programs**

Where appropriate and applicable, the plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs. The school's budget development and approval process satisfies this requirement.