

Gardenview Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Gardenview Elementary School aims to raise the percentage of students meeting or exceeding expectations across all grades from 25.4 % in the 2022-2023 academic year to 35.4% in the 2024-2025 academic year.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

Iready Assessment

School-Based Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction ****Ensure daily access to a comprehensive reading/language arts curriculum that fosters a profound grasp of the material, enhances comprehension, and encourages mastery of Tennessee Standards, preparing students for career and college readiness.</p> <p>School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 47.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 51.0% met plus exceeded in ELA, and in the Spring 2024 54.1% of students met or exceeded expectations.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation**</p> <p>* Quarterly School-Based Assessment * Weekly Informal Walkthroughs Tool</p>	<p>[A 1.1.1] Standard Aligned Core Instruction Gardenview Elementary School is committed to supporting its students by securing necessary supplies, materials, equipment, and resources. This ensures that teachers can deliver high-quality instruction the Administrator, PLC Coach, Dean of Students, and Instructional Coach, will perform weekly classroom walkthroughs to focus on the High-Impact Strategies and offer valuable feedback.</p>	<p>Jenae Scott-Robinson, Principal, Doris Chaney, PLC Coach, Tracey Brown, Dean of Students, Cemillare Lester, Interventionist, and Kahlil Walker, Instructional Coach</p>	<p>04/30/2025</p>	<p>Title 1</p>	

<ul style="list-style-type: none"> * Quarterly Formal Observation Tool * Monthly Lesson Plans Audit Checks <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Quarterly School-Based Assessment will reflect 80% or above Mastery for all students on quarterly assessments fall, winter, and spring * Informal weekly observations will show that a minimum of 95% of the observed teachers effectively implement the instructional practices outlined by the rubric, achieving effectiveness scores of 3 or higher. * The Quarterly Formal Observation tool will indicate that 100% of teachers are adhering to the curriculum, and the teachers TVAAS will demonstrate a level 3 or higher performance. * Conducting monthly lesson plan audits ensures that 100% of teachers adhere to the curriculum, and their Tennessee Value-Added Assessment System (TVAAS) scores will reflect a performance level of 3 or higher leading to 80% or more students scoring meets or exceeds mastery in quarterly assessments fall, winter and spring. 					
	<p>[A 1.1.2] Professional Learning Community</p> <p>PLC Coach along with the Instructional Coach will ensure teachers are familiar with the High-Impact Strategies. Teachers will focus on Foundational Skills and utilizing the Wonders Curriculum while using IReady to supplement the curriculum to maintain and meet the rigor of the TNReady Standards. Benchmark Indicator: PLC Minutes, Complete Know/Show Charts, and analysis Data from Biweekly Common Assessments and Formative Assessments. Teachers will also attend Collaborative Planning where the focus will be Deliberate Practice to ensure Teachers are adequately prepared to deliver sound instruction.</p>	<p>Jenae Scott-Robinson, principal Doris Chaney, PLC Coach, Kahlil Walker, Instructional Coach, and Morkeitha Whitaker, ELA Content Lead</p>	05/30/2025	Title 1	

	<p>[A 1.1.3] Supportive Rich Classroom Environment</p> <p>Every classroom features a print-rich environment and a Classroom Library conducive to learning. However, additional supplies, materials, resources, and equipment are necessary to further enhance the learning atmosphere.</p>	Jenae Scott-Robinson, Principal; Doris Chaney, Professional Learning Coach, Kahlil Walker, Instructional Coach	05/30/2025	Title 1	
	<p>[A 1.1.4] Early Literacy</p> <p>For the 2024-25 academic year, Gardenvue Elementary School's early learners will be immersed in literacy-rich environments. These settings will provide meaningful and authentic opportunities to cultivate the reading, writing, speaking, and listening skills crucial for achieving proficiency in reading by the end of third grade</p>	Jenae Scott-Robinson, Principal, Doris Chaney, PLC Coach, Kahlil Walker, Instructional Coach	05/30/2025	Title 1	
<p>[S 1.2] Professional Development</p> <p>Provide professional development for teachers, administrators, instructional coaches, and instructional leadership team on how to articulate the High-Impact Strategies that will improve teachers' pedagogy of the content, master of standard, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator</p> <p>**Benchmark Indicators**</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Weekly collaborative planning minutes * Monthly Professional Development minutes * Bi-weekly Instructional Leadership Team minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Engaging in weekly collaborative planning is 	<p>[A 1.2.1] ELA Professional Development</p> <p>Professional development and learning will be advanced through faculty classes and weekly Professional Learning Community (PLC) meetings, with a focus on student learning and performance. There will be professional learning opportunities designed to support the education of students of color, including Black, Hispanic, Native American, and African American students, as well as those who are economically disadvantaged.</p>	Jenae Scott-Robinson, Principal, Doris Chaney, PLC Coach, Kahlil Walker, Instructional Coach, and Morkeita Whitaker, ELA Lead	05/16/2025	Title1	

<p>projected to lead to a 10% rise in the number of teachers effectively implementing instructional practices, with teachers scoring level 3 or higher on TEM.</p> <p>* Regular monthly professional development is expected to lead to at least 95% of teachers effectively implementing the identified strategies, which will be reflected in walkthrough scores of levels 3 or higher.</p> <p>* Conducting weekly PLCs will ensure that all teachers receive the necessary support to boost overall student achievement by 10% on quarterly assessments.</p> <p>* Holding bi-weekly ILT meetings is expected to lead to at least 95% of teachers adhering to the instructional framework, which will culminate in achieving TVAAS scores of levels 3 or higher.</p>					
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation**</p> <p>* Quarterly School-Based Assessment * Monthly Data meetings minutes * Bi-weekly data analysis minutes * Weekly Iready Reports</p> <p>**Effectiveness**</p> <p>* Quarterly School-Based Assessment will reflect 80% or above Mastery for all students on quarterly assessments fall, winter, and spring.</p>	<p>[A 1.3.1] RTI2 Intervention Student data will be analyzed after each Universal Screener, Biweekly Common Assessment, and Mastery Connect.</p>	<p>Jenea' Scott-Robinson, Principal; Doris Chaney, PLC Coach; Cemillaire Lester, Interventionist, and Kahlil Walker, Instructional Coach</p>	<p>05/30/2025</p>		

<p>* Monthly data team meetings will reflect students increasing by at least 2-3 data points</p> <p>* Bi-weekly student data analysis meetings will reflect that students are moving beyond their current levels (below to approaching, approaching to meeting expectations, meeting expectations to exceeding expectations) each nine-week grading period.</p> <p>* Weekly IReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas on weekly/biweekly progress monitoring assessments.</p>					
	<p>[A 1.3.2] Interventionist</p> <p>Provide academic interventions and personalized learning activities designed to meet the specific needs of each student, ensuring a pace of learning and instructional methods that cater to the distinct requirements of every individual learner.</p>	<p>Cemillarie Lester, Interventionist Doris Chaney, PLC Coach, Kahlil Walker, Instructional Coach</p>	05/19/2025	Title 1	

[G 2] Mathematics

Gardenview Elementary Schools will improve the number of students that Met or Exceeded Expectations in all grades from 21.1% in SY 2022-2023 to 31.1% in SY 2024-25

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

School-Based Formative Assessment

IReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction</p> <p>Teachers are committed to planning and delivering lessons that align with standards, using data-informed instruction to ensure students have daily exposure to a challenging math curriculum. This approach aims to enhance student</p>	<p>[A 2.1.1] Collaborative Planning/Deliberate Practice</p> <p>The Principal, Professional Learning Coach, and Instructional Coach will conduct weekly Collaborative Planning/Deliberate Practice sessions to support teachers in creating and</p>	<p>Jenae Scott-Robinson, Principal, Doris Chaney, PLC Coach, Tracey Brown,</p>	05/23/2025	Title 1	

<p>engagement with significant content, draw upon existing knowledge (prerequisite skills), and foster proficiency in Tennessee Standards, preparing students for college and career readiness.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Quarterly School-Based Assessment * Weekly Informal Walkthroughs Tool * Quarterly Formal Observation Tool * Monthly Lesson Plans Audit Checks <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Quarterly School-Based Assessment will reflect 80% or above Mastery for all students on quarterly assessments fall, winter, and spring. * Informal weekly observations will show that a minimum of 95% of the observed teachers effectively implement the instructional practices outlined by the rubric, achieving effectiveness scores of 3 or higher. * The Quarterly Formal Observation tool will indicate that 100% of teachers are adhering to the curriculum, and the teachers TVAAS will demonstrate a level 3 or higher performance. * Conducting monthly lesson plan audits ensures that all teachers adhere to the curriculum, and their Tennessee Value-Added Assessment System (TVAAS) scores will reflect a performance level of 3 or higher. 	<p>implementing learning experiences that are challenging, creative, and rigorous. This ensures that all students, particularly students of color (Black/Hispanic/Native American) and those living in poverty (Economically Disadvantaged), are well-prepared to face the challenges of mathematics.</p>	<p>Dean of Students and Christina Draper, ILT Math Content</p>			
<p>[S 2.2] Professional Development Offer continuous, high-quality professional development at both the district and school levels for educational leaders, teachers, and instructional staff, concentrating on instructional changes and strategies that enhance student performance.</p>	<p>[A 2.2.1] Standard Aligned Core Instruction Teachers will design and implement lessons aligned with standards, using data-informed instruction to intentionally and consistently provide access to a challenging math curriculum. This curriculum will engage students with significant</p>	<p>Jenae Scott-Robinson, Principal; Doris Chaney, PLC Coach, Tracey Brown,</p>	<p>05/09/2025</p>	<p>Title 1</p>	

<p>Benchmark Indicator</p> <p>**Benchmark Indicators**</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Weekly collaborative planning minutes * Monthly Professional Development minutes * Bi-weekly Instructional Leadership Team minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Engaging in weekly collaborative planning is projected to lead to a 10% rise in the number of teachers effectively implementing instructional practices, with teachers scoring level 3 or higher on TEM. * Regular monthly professional development is expected to lead to at least 95% of teachers effectively implementing the identified strategies, which will be reflected in walkthrough scores of levels 3 or higher. * Conducting weekly PLCs will ensure that all teachers receive the necessary support to boost overall student achievement by 10%. * Holding bi-weekly ILT meetings is expected to lead to at least 95% of teachers adhering to the instructional framework, which will culminate in achieving TVAAS scores of levels 3 or higher. 	<p>content, build upon their existing knowledge (pre-requisite skills), and foster mastery of Tennessee Standards, preparing them for college and career readiness.</p>	<p>Dean of Students, and Christina Draper, ILT Math Content</p>			
	<p>[A 2.2.2] Professional Development</p> <p>Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p>	<p>Jenae Scott-Robinson, Principal, Doris Chaney, PLC Coach, Tracey Brown, Dean of Students and Christina Draper, ILT Math Content</p>	<p>05/30/2025</p>	<p>Title 1</p>	

	<p>[A 2.2.3] Parent Training Gardenview Elementary School is dedicated to enhancing parents' comprehension of the educational journey and offering the necessary guidance to help their children achieve college and career readiness. To foster student success, the school will conduct monthly parent training sessions, which will equip parents with at-home strategies and activities at the appropriate grade level to aid in mastering the Mathematics Standards.</p> <p>Additionally, a Parent Resource Room has been established, equipped with brochures, computers, printers, and more to assist parents in meeting the needs of their children.</p>	Doris Chaney.. PLC Coach; Sonya English, Counselor; Cemillare Lester, Interventionist; Christina Draper, Math Content Lead	05/30/2025	Title 1	
	<p>[A 2.2.4] Differentiated Professional Development Teachers and school leaders will participate in collaborative planning and deliberate practice sessions weekly. This ensures that educators are well-prepared to deliver lessons with rigor and provide challenging assignments that support all students, particularly students of color (Black, Hispanic, Native American) and those living in poverty (economically disadvantaged). Teachers will bring preparatory work to these meetings and will practice different segments of the lessons.</p>	Jenae Scott-Robinso n, Principal, Doris Chaney, PLC Coach; Christina Draper, Math ILT Content Lead, Tracey Brown, Dean of Students	05/30/2025	Title 1	
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>***</p> <p>***</p> <p>Benchmark Indicator</p>	<p>[A 2.3.1] Targeted Interventions and Personalized Learning Offer academic interventions, personalized learning activities, an individualized pace of learning, and diverse instructional methods tailored to the needs of specific learners to enhance student performance.</p>	Doris Chaney, PLC Coach; Christina Draper, Math Content Lead, Cemillaire Lester, Interventionist	05/28/2025	Title 1	

<p>**Benchmark Indicator**</p> <p>**Implementation**</p> <ul style="list-style-type: none">* Quarterly School-Based Assessment* Monthly Data meetings minutes* Bi-weekly data analysis minutes* Weekly Iready Reports <p>**Effectiveness**</p> <ul style="list-style-type: none">* Quarterly School-Based Assessment will reflect 80% or above Mastery for all students on quarterly assessments fall, winter, and spring.* Monthly data team meetings will reflect students increasing by at least 2-3 data points* Bi-weekly student data analysis meetings will reflect that students are moving beyond their current levels (below to approaching, approaching to meeting expectations, meeting expectations to exceeding expectations)* Weekly IReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.					
<p>[G 3] Safe and Healthy Students</p> <p>Gardenview Elementary School will reduce the percentage of chronically absent students from 37.2% in 2024 to 27.2% in 2025.</p> <p>Performance Measure</p> <p>Interventions and supports will be measured using the following:</p> <ul style="list-style-type: none">* PowerSchool Data* PowerBI Data* Share Point* Attendance Clerk					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p>[S 3.1] Attendance and Behavior Interventions and Supports Develop targeted interventions, support programs, and initiatives that cater to identified behavioral needs and offer suitable support for students.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * 20-day attendance reports * 20-day behavior report * 20-day suspension report <p>**Effectiveness**</p> <ul style="list-style-type: none"> * The 20-day attendance report will show a 5% reduction in the number of students absent from school each 20-day cycle. * The 20-day behavior report is expected to show a 5% reduction in the number of students receiving office referrals. * The 20-day suspension report will indicate that the number of students receiving suspensions has either remained constant or has decreased by up to 5%. 	<p>[A 3.1.1] Behavior Interventions and Supports In the 2023-2024 academic year, students will be provided with equal access to a secure learning environment that fosters academic success, minimizes lost instructional time, and guarantees that all students have the opportunity to learn.</p>	<p>Sonya English, Professional School Counselor; Doris Chaney, Professional Learning Coach; Canita Alexander-Hall, Attendance Clerk</p>	<p>06/03/2025</p>		
	<p>[A 3.1.2] School-Level: Professional Development In the 2024-2025 academic year, students will be provided with equal access to a secure learning environment that fosters social-emotional growth and academic success, minimizes lost instructional time, and guarantees every student's right to education. The following Professional Development opportunities will be available, in addition to all District Safe School Training Canvas Courses:</p>	<p>Sonya English, Counselor; Jenae' Scott-Robinson, Principal; Doris Chaney, PLC Coach</p>	<p>05/30/2025</p>		

	<ul style="list-style-type: none"> - DCS Referral Process - CPR - AED - Suicide Prevention - Healthy Choices <p>1. - Fire Safety</p>				
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the district-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional -B data meetings minutes that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> * Monthly RTI2-B data meeting minutes * Monthly SART and SARB meeting minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Monthly RTI2-B data meetings will show a 5% reduction in student infractions each nine-week period. * Monthly SART and SARB meetings will reflect a 5% decrease in student attendance and a 5% decrease in student infractions for each nine-week period 	<p>[A 3.2.1] Professional Development Scaling Up School-Wide Positive Behavioral Interventions and Supports: Experiences from Seven States with Documented Success. Journal of Positive Behavior Interventions, Volume 16, Pages 197-208.</p>	<p>Doris Chaney, PLC Coach; Jenae Scott-Robinson, Principal, Sonya English, Professional School Counselor, and Tracey Brown, Dean of Students</p>	05/27/2025	Title 1	
<p>[S 3.3] Parent, Family, and Community Engagement</p>	<p>[A 3.3.1] Parent, Family, and Community Engagement</p>	<p>Jenae' Scott-Robinson</p>	06/06/2025	Title 1	

<p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> * Each Semester parent-teacher conference sign-in sheets/minutes * Quarterly parent meeting minutes * Quarterly parent survey <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Holding parent-teacher conferences each semester is expected to result in a 5% reduction in student infractions and a 5% decrease in student absences. * Quarterly parent meetings are expected to yield an additional two to three professional development opportunities and/or training sessions. * The quarterly parent survey will lead to a minimum of two additional family engagement and involvement meetings, as requested in response to feedback and observed trends. 	<p>Effective Parent, Family, and Community Engagement Plan: Activities designed to enhance the academic success of students (see the Gardenview Activities calendar). Offer engaging activities for parents, families, and the community that support the academic achievement of all students.</p>	<p>n, Principal; Sonya English RTIB, Doris Chaney, PLC Coach, and Tracey Brown, Dean of Students</p>			
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If you have any questions or concerns, you may complete the form provided below You may also contact Doris L Chaney, PLC Coach at chaneydl@scsk12.org or call 901- 416-6675.