

Holmes Road Elementary Annual Plan (2024 - 2025)

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[G 1] Holmes Road Elementary School will increase ELA meeting or exceeding expectations proficiency rates on TCAP ASSESSMENT from 13.1% in 2023 to 23.9% in 2025.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] provide supports to standard aligned core instruction implementation.</p> <p>Rationale -----</p> <p>Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous ELA curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Supporting Data -----</p> <p>Schoolwide Mastery Connect data indicates that 44 % of all students met proficiency, across grade bands Fifth grade students displayed the highest rate of growth by 4% from Spring 2023 to Spring 2024, and Third grade students grew 7 % from 32% in 2023 to 39% in 2024.</p>	<p>[A 1.1.1] Building Teacher Capacity</p> <p>Description -----</p> <p>Weekly PLC Meetings is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate to foster improved learning for students is continuous job-embedded learning for educators. Meetings will be grade band to determine student progress and mastery on curriculum objectives. Teachers will also implement various instructional strategies gained from attending academic conferences.</p> <p>Implementation -----</p> <p>Weekly PLCs with content teachers, Instructional Coaches and co-teachers</p> <p>BiWeekly reviewing of student assessments</p>	<p>Shannon Cotton, Principal, Kierra Pratt, Instructional Facilitator, Lashonda McNeal,PLCC</p>	<p>05/30/2025</p>	<p>TITLE I</p>	

<p>Benchmark Indicator Implementation -----</p> <p>Weekly classroom walkthroughs (instructional walkthrough tool)</p> <p>Weekly PLCs with ELA content and support teachers (agendas and minutes)</p> <p>Weekly collaborative planning with teachers, coaches and district advisors (teacher schedules, lesson plans, and agendas)</p> <p>Quarterly CFA Implementation/ Assessments</p> <p>Effectiveness -----</p> <p>Weekly classroom walkthroughs will show 10% of 3-5 students increasing by 3% on quarterly CFAs.</p> <p>Weekly PLCs with ELA content and support teachers will show 10% of K-5 students increasing by 3% on quarterly CFAs.</p> <p>Weekly collaborative planning with teachers, coaches and district advisors will show 10% of K-5 students increasing by 3% on quarterly CFAs.</p> <p>Weekly small group sessions aligned to standards from iReady diagnostic data will show at least 21% of 3-5 students meeting or exceeding expectations on the TCAP ELA/ Reading Assessment.</p>	<p>Mastery Connect</p> <p>Weekly reviewing of lesson plans</p> <p>Weekly classroom walk throughs</p> <p>Teachers will perform weekly deliberate practice to increase effective instruction</p> <p>Effectiveness -----</p> <p>100% of teachers outline the PLC Guide that are used for PLC Protocol weekly to support student 9 week grade reports will reflect fewer students not meeting mastery by at least 2% per grade band</p> <p>Student item analysis is completed at 70-84% proficient level(s) bi weekly to support 3-5% growth to mastery on students biweekly assessments.</p> <p>85% of Teachers are implementing strategies outlined in the weekly lesson plans that support student growth of 5% or more on biweekly assessments</p> <p>100% of teachers will be given immediate feedback of classroom walkthroughs during weekly PLCs and collaborative practice in order to support student growth of 5-10% on quarterly CFA.</p> <p>Quarterly review of TEM observation data to monitor educators delivery of standard aligned lessons to the TN Standards at 100% in order to support student growth of 5-10% on quarterly CFA.</p>				
	<p>[A 1.1.2] Promote an Enriched Learning Environment Description -----</p>	Shannon Cotton, Principal,	05/30/2025	TAG 4.0 SSIG2	

	<p>Teachers will be provided with classroom and student organizational tools that will promote a positive learning environment geared toward student achievement. Promethium boards will be used by teachers to engage and interact with the lessons in real time. Students can build confidence by applying learned skills while interacting and building technology understanding. Classroom organization tools will assist in creating classrooms that will provide students a more structured method in locating their ELA resources and materials in Tier I and II instruction.</p> <p>Implementation -----</p> <p>Weekly classroom walkthroughs (using Instructional Walkthrough Tool)</p> <p>Weekly School and district level assessments</p> <p>Effectiveness -----</p> <p>10% of K-5 students increasing by up to 3% on quarterly CFAs</p> <p>Weekly classroom walkthroughs will show at least 85% of teachers will be using 100% of technology and resources purchased that will result in at least 35% of students moving from Tier III to Tier II supported instruction</p>	Lashonda McNeal, PLCC			
	<p>[A 1.1.3] Use of Common Formative Assessments Description -----</p> <p>Teachers will use Grade level/content specific district and school created common formative assessments to monitor and measure student achievement.</p>	Shannon Cotton, Principal, Alicia Saulsberry Asst. Principal, Allison Duncan, Asst. Principal, Lashonda	05/02/2025	TITLE I	

	<p>Implementation -----</p> <p>Quarterly assessment provided by MCSC Curriculum and Assessment (CFA)</p> <p>Quarterly analyze data from CFA</p> <p>Effectiveness -----</p> <p>Assessment data will show 30% of students will increasing their performance level by at least 5% per quarter on District CFAs</p> <p>100% of Teachers will analyze data quarterly to identify students that are performing at or below the 50 percentile per quarter to reteach standards not mastered leading to an increase in student achievement by 30% on quarterly common formative assessments.</p>	McNeal, PLCC, Kierra Pratt, Instructional Facilitator			
<p>[S 1.2] Professional Development - Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms.</p> <p>Rationale -----</p> <p>Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look-fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Supporting Data -----</p> <p>Schoolwide rate of met and exceed expectations increased by 11.8 % from Spring 2023 to Spring</p>	<p>[A 1.2.1] High Quality Professional Development Opportunities to Develop Effective Teachers and Leaders</p> <p>Description -----</p> <p>ELA teachers and administrators will attend professional development learning opportunities:</p> <p>ELA Summer Conferences - Go Get Your Teach On focuses on building teacher capacity and content knowledge in redelivering standard aligned instruction for new and novice teacher.</p> <p>Model Schools Conference - attendees will gain insight to classroom transformation as it relates effective classroom management, structured content delivery with a path focus on ELA and Reading strategies</p>	Shannon Cotton, Principal, Kierra Pratt Instructional Facilitator, Lashonda McNeal, PLCC, Allison Duncan, AP, Alicia Saulsberry, AP	04/01/2025	TAG 4.0	

<p>2024.</p> <p>Benchmark Indicator Implementation -----</p> <p>Weekly classroom walkthroughs (Instructional Walkthrough Tool)</p> <p>Biweekly Instructional Leadership Team Meetings minutes and agenda</p> <p>Quarterly PD Session agendas and feedback/next step outlines</p> <p>Monthly New Teacher Mentor Session agendas, minutes and assignment roster</p> <p>Effectiveness -----</p> <p>Weekly classroom walkthroughs will show 10% of 3-5 students increasing by 3% on weekly classroom assessments.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Quarterly PD sessions will show student growth levels from approaching to mastery at 3-5% quarterly on district and school assessments</p> <p>New Teacher mentors coaching will lead to 10% of</p>	<p>Shelby County Schools Personalized PD (CADRES) - are online self pace learning modules for teachers</p> <p>Tennessee Principals Association (TPA) Conference - focuses on building leadership capacity among TN school leaders by networking with other school level leaders in a general setting.</p> <p>The Ron Clark Academy Professional Development Conference: Signature Series ELA enable attendees to observe ELA classrooms in real time and share ideas and strategies on ways to enhance "your" ELA classroom to engage students, foster academic excellence and build rapport.</p> <p>Kagan Strategies training - attendees will gain instructional and cooperative learning strategies designed to boost student confidence and engagement in ELA.</p> <p>Implementation -----</p> <p>Biweekly school level formative assessments</p> <p>Weekly classroom instructional walkthroughs</p> <p>Effectiveness -----</p> <p>Bi-weekly review of class data trackers will show 10% of K-5 students increasing by up to 3%.</p> <p>Teachers will implement strategies learned from conferences up to 85% of the observed classroom time daily, that will result in TEM and LOE scores</p>				
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k-5 students increasing achievement on district CFA by 5% each quarter.	increasing by one level (from 2 to 3, 3 to 4, or 4 to 5) per semester.				
	<p>[A 1.2.2] Weekly PLC Meetings, Collaborative Planning and ILT Meetings</p> <p>Description -----</p> <p>Teachers will collaborate to develop weekly lesson plans using the Educational Epiphany tools/framework created by Donyall Dickey. The Instructional Leadership Team will facilitate the self-assessment process and develop the school's School Improvement Plan (SIP) based on findings from a self-assessment and the district's overall plan.</p> <p>Implementation -----</p> <p>Weekly checks of lesson plans will indicate the level of planning and needs for adjustments</p> <p>Teachers will participate in weekly meetings to analyze data and break down the know/show of the standards using the PLC Protocols.</p> <p>Effectiveness -----</p> <p>Weekly checks of lesson plans will show an increase student competency of standards with an achievement rate of 80% or higher on bi weekly assessments.</p> <p>Teachers weekly meetings will show an increase in student achievement rate of 80% or higher on biweekly assessments</p>	<p>Shannon Cotton, Principal, Kierra Pratt Instructional Facilitator, Lashonda McNeal, PLCC, Allison Duncan, AP, Alicia Saulsberry, AP</p>	05/30/2025	TITLE I	

	<p>[A 1.2.3] New Teacher Support</p> <p>Description -----</p> <p>New teachers to the district and/or new to Holmes Road Elementary will be assigned a teacher mentor and will attend school-level professional development sessions with The Ron Clarke Academy for New Teachers. This academy will prepare new teachers first year classroom organization processes, student engagement strategies and supports, and becoming familiar with ELA and Reading content.</p> <p>Implementation -----</p> <p>Biweekly school level formative assessments</p> <p>Weekly classroom instructional walkthroughs (using the instructional walkthrough tool)</p> <p>Effectiveness -----</p> <p>Bi-weekly review of class data trackers will show 10% of K-5 students increasing by up to 3% mastery from approaching on school level assessments.</p> <p>Teachers will implement strategies learned from conferences up to 85% of the observed classroom time daily, that will result in TEM and LOE scores increasing by one level (from 2 to 3, 3 to 4, or 4 to 5) per semester</p> <p>Get your Teach on – New Teacher (Feb 15-17th)</p> <p>3 New/ Novice teachers will attend the GYTO</p>	<p>Shannon Cotton, Principal, Alicia Saulsberry, Assistant Principal Allison Duncan, Lashonda McNeal, PLCC, Kierra Pratt, Instructional Facilitator</p>	<p>11/30/2024</p>	<p>TAG 4.0</p>	
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	<p>Conference that focuses on standard align instructions and strategies for teachers. The cost is approx. \$1,750 each/ total \$5250</p> <p>1 New Novice Teachers will attend the California Science Education conference or the National Conference on Science Education that focuses on NGSS. The cost is approx \$1255 per educator including travel accommodation. / Total \$1255</p> <p>Total 12,880</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning -Provide additional support for students who are failing to make academic progress</p> <p>Rationale -----</p> <p>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>Supporting Data -----</p> <p>Targeted intervention happens for all students to support all of the learning tiers during the instructional block, with targeted instruction Mastery connect data shows continued growth of 4.9% from Spring 2023 to Spring 2024.</p> <p>Tier 1 - Strong Evidence</p> <p>Benchmark Indicator Implementation -----</p>	<p>[A 1.3.1] Response to Intervention</p> <p>Description -----</p> <p>Teachers, education assistants, and support staff will also provide tiered interventions to students in Tiers II and III. Students will be arranged in small groups according to instructional level and skill deficits. EL students will receive language support during schedule RTI2.</p> <p>Implementation -----</p> <p>Monthly Data team Meetings to analyze student data</p> <p>Biweekly Progress monitoring for all Tier 2 and Weekly for Tier 3 students</p> <p>Effectiveness -----</p> <p>Monthly data meeting will determine the rate of effectiveness of RTI by at least 10% student growth during each progress monitoring window for Tier 2 students.</p> <p>Biweekly progress monitoring will determine the rate of effectiveness of RTI by at least 15% student</p>	<p>Shannon Cotton, Principal, Tracy Hunter, RTI Lead Interventionist, Tekia Edwards, Interventionist</p>	<p>05/30/2025</p>	<p>TITLE I</p>	

<p>Monthly Small group instruction according to skill level lesson plans and EA schedule</p> <p>Monthly RTI Progress monitoring data review of students' performance in targeted intervention</p> <p>Quarterly CFA Analysis Data forms completed by teachers providing a reteach/delivery strategies</p> <p>Effectiveness -----</p> <p>Students should perform at or above 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter and lesson.</p> <p>Monthly data meeting will determine the effectiveness of RTI by at least 15% growth.</p> <p>Quarterly CFA analysis will show students' progress towards reaching the AMO increase by 3-5%</p>	<p>growth during each progress monitoring window for Tier 3 students.</p>				
	<p>[A 1.3.2] Enriched Learning Environment Description -----</p> <p>Dolch (Prek-2nd) and Frye (3rd-5th) Word lists will be posted in the hallways to increase academic vocabulary. Each student will be provided with an Agenda Book that includes the word lists and math facts.</p> <p>Implementation -----</p> <p>Daily K-2 classroom walk-through</p> <p>Quarterly administering of District Common</p>	<p>Shannon Cotton, Principal, Kierra Pratt, Instructional facilitator</p>	<p>04/30/2025</p>	<p>TITLE I</p>	

	<p>Formative Assessment</p> <p>Analysis of benchmark assessment results and quarterly review of student success criteria</p> <p>Effectiveness -----</p> <p>Daily walk-throughs/observations show K-2 teachers and support staff are engaging students at their learning level(s) at 85% of the instructional time</p> <p>Quarterly CFA reports show At least 70% of students are on-track/mastered after each CFA</p> <p>Analysis of benchmark assessments each 9 week report card period will show students meeting the success criteria increases each grading cycle by at least 3%</p>				
	<p>[A 1.3.3] Hiring of Educational Assistants Description -----</p> <p>Educational assistants will assist prioritized classrooms with small group tasks, intervention assignments, classroom transitions, and other academic supports in grades 3-5. Paraprofessionals aid in providing space in which the classroom teacher can engage in professional learning opportunities to help increase student achievement</p> <p>Implementation -----</p> <p>Daily educational assistant schedule</p> <p>Daily classroom walk-throughs</p> <p>Daily Lesson plans</p>	<p>Shannon Cotton, Principal, Kierra Pratt Instructional Facilitator, Lashonda McNeal, PLCC, Allison Duncan, AP, Alicia Saulsberry, AP</p>	04/30/2025	TITLE I	

	<p>Weekly collaborative planning and PLC meetings</p> <p>Effectiveness -----</p> <p>Educational assistants providing support to classroom instruction will show an increase of students meeting expectations by 10% per nine week grading period.</p> <p>Daily Classroom walkthroughs will will show an increase of 10% of students meeting expectations per nine weeks.</p> <p>Daily lesson planning will reflect a decrease in the number of students not meeting on grade level by 3-5% per nine week period indicated on report cards.</p> <p>Weekly collaborative planning and PLC Meeting will reflect a 15% decrease of students achieving at approaching or below mastery by 3% per grade band on weekly class assessments.</p>				
	<p>[A 1.3.4] Accelerated Reader- Renaissance Learning</p> <p>Description -----</p> <p>AR is an online tool for students that will engage them in a variety of differentiated complex texts and activities followed by quizzes to help hone students' reading skills with continuous authentic practice it enhances student growth. Dell All in One Desktops will be used throughout the AR Reading series to assess, check books out, address reading levels through the AR Online Tool and aid students with reading fluency.</p> <p>Implementation -----</p> <p>Administer Pre and Post Benchmark assessments</p>	<p>Alicia Wynn, Librarian, Shannon Cotton, Principal, Lashonda McNeal, PLCC. Kierra Pratt, Instructional Facilitator</p>	05/30/2025	TAG 4.0	

	<p>Administer Biweekly quizzes</p> <p>Effectiveness -----</p> <p>At least 10% of students will increase their Lexile reading level by 50 points per semester.</p> <p>At least 10% of students will increase comprehension level by 3% per nine weeks.</p>				
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[G 2] Holmes Road Elementary School will improve meeting or exceeding expectation MATH percentages on the TCAP ASSESSMENT from 13.1 in 2023 to 19.3% in 2025.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Provide Supports to Standard Aligned Core Instruction Implementation</p> <p>Rationale -----</p> <p>Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are</p>	<p>[A 2.1.1] Promote Enriched Learning Environment</p> <p>Description -----</p> <p>Teachers will be provided with classroom and student organizational tools that will promote a positive learning environment geared toward student achievement. Promethium boards will be used by teachers to engage and interact with the lessons in real time. Students can build confidence by applying learned skills while interacting and</p>	<p>Shannon Cotton, Principal and Lashonda McNeal, PLCC</p>	<p>01/31/2025</p>	<p>TAG 4.0</p>	

<p>career and college ready.</p> <p>Supporting Data -----</p> <p>Schoolwide Mastery Connect data reflects growth of 6.8% of students met expectations while across grade bands third grade students met proficiency at 27 % and second grade had the highest percentage of students proficient at 66% in spring 2024</p> <p>Benchmark Indicator Implementation -----</p> <p>Weekly classroom walkthroughs (instructional walkthrough tool)</p> <p>Weekly PLCs with ELA content and support teachers (agendas and minutes)</p> <p>Weekly collaborative planning with teachers, coaches and district advisors (teacher schedules, lesson plans, and agendas)</p> <p>Quarterly CFA Implementation/ Assessments</p> <p>Effectiveness -----</p> <p>Weekly classroom walkthroughs will show 10% of 3-5 students increasing by 3% on quarterly CFAs.</p> <p>Weekly PLCs with ELA content and support teachers will show 10% of K-5 students increasing by 3% on quarterly CFAs.</p> <p>Weekly collaborative planning with teachers,</p>	<p>building technology understanding. Classroom organization tools will assist in creating classrooms that will provide students a more structured method in locating their math resources and materials in Tier I and II instruction.</p> <p>Implementation -----</p> <p>Weekly classroom walkthroughs (using instructional walkthrough tool)</p> <p>Weekly school and district level assessments</p> <p>Effectiveness -----</p> <p>10% of K-5 students increasing by up to 3% on quarterly CFAs</p> <p>Weekly classroom walkthroughs will show at least 85% of teachers will be using 100% of technology and resources purchased, that will result in at least 35% of students moving from Tier III to Tier II supported instruction.</p>				
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coaches and district advisors will show 10% of K-5 students increasing by 3% on quarterly CFAs.					
Weekly small group sessions aligned to standards from iReady diagnostic data will show at least 21% of 3-5 students meeting or exceeding expectations on the TCAP ELA/ Reading Assessment.					
	<p>[A 2.1.2] Math and Science Family Night</p> <p>Description</p> <p>-----</p> <p>Students will show case work completed in class based on specific standards to family and friends. Parents will get a sample of TCAP formatted type questions and other resources to help with math skills for each child at least once a year.</p> <p>Implementation</p> <p>-----</p> <p>Parent/Student rotation through different Math Stations during parent meeting</p> <p>Percent of students Mastery Connect OTM rates in ELA and Math Fall, Winter and Spring</p> <p>Effectiveness</p> <p>-----</p> <p>CFAs given Fall, Winter and Spring will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 3% per assessment window</p> <p>Student 9 week grade reports will reflect fewer students not meeting mastery by at least 3% per grade band</p>	Shannon Cotton, Principal, Lashonda McNeal, PLCC and Allison Duncan, Assistant Principal	04/30/2025	TITLE I	
	<p>[A 2.1.3] Use of Common Formative Assessments</p> <p>Description</p>	Shannon Cotton, Principal, Alicia	04/30/2025	TITLE I	

	<p>-----</p> <p>Teachers will use Grade level/content specific common assessments to monitor and gauge student achievement.</p> <p>Implementation</p> <p>-----</p> <p>Create class data trackers to document quarterly assessments provided by MSCS Curriculum and Assessment</p> <p>Weekly PLCs with content teachers and Instructional Coaches</p> <p>Effectiveness</p> <p>-----</p> <p>Class data trackers will show 10% of K-5 students increasing by 3% on quarterly CFAs.</p> <p>Weekly PLCs Weekly will show 10% of K-5 students increasing by 3% on quarterly CFAs.</p>	<p>Saulsberry, Asst. Principal, Allison Duncan, Asst. Principal, Lashonda McNeal, PLCC, Kierra Pratt, Instructional Facilitator</p>			
	<p>[A 2.1.4] Building Capacity: ILT Planning</p> <p>Description</p> <p>-----</p> <p>Teachers will collaborate in specific content areas and in grade bands to develop lesson plans, unpack state standards, and address deficit areas.</p> <p>Implementation</p> <p>-----</p> <p>Monthly ILT meetings</p> <p>Monthly district trainings</p>	<p>Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Allison Duncan, Asst. Principal Lashonda McNeal, PLCC, Kierra Pratt, Instructional Facilitator S. Garrison, J. Sanders, S. Whatley</p>	05/30/2025	TITLE I	

	<p>Monthly Redelivery of professional development sessions</p> <p>Effectiveness -----</p> <p>ILT meetings will show a 10% of K-5 students increasing by 3% on quarterly CFAs and iReady diagnostic scores.</p> <p>Monthly district trainings will show a 10% of K-5 students increasing by 3% on quarterly CFAs and iReady diagnostic scores</p> <p>Monthly Redelivery will show a 10% of K-5 students increasing by 3% on quarterly CFAs and iReady diagnostic scores</p>				
<p>[S 2.2] Professional Development - Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>Provide professional development for teachers, administrators, and instructional leaders on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look-fors, students' skill set, and students' math proficient level of grade supported texts.</p> <p>Supporting Data -----</p> <p>Schoolwide data supports an upward trajectory of growth that occurred across third grade students with an increase of 6.9%</p>	<p>[A 2.2.1] Weekly PLC Meetings, Collaborative Planning and ILT Meetings</p> <p>Description -----</p> <p>Teachers will collaborate to develop weekly lesson plans using the High Impact Strategies Tool. The Instructional Leadership Team will facilitate the self-assessment process and develop the school's School Improvement Plan (SIP) based on findings from a self-assessment and the district's overall plan.</p> <p>Implementation -----</p> <p>Weekly checks of lesson plans will indicate the level of planning and needs for adjustments</p> <p>Weekly data analysis meetings and planning sessions to break down the know/show of the standards using the PLC Protocols</p>	<p>Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Allison Duncan, Asst. Principal , Lashonda McNeal, PLCC, Kierra Pratt, Instructional Facilitator</p>	<p>05/30/2025</p>	<p>TITLE I</p> <p>SSIG2</p>	

<p>Benchmark Indicator Implementation -----</p> <p>Weekly classroom walkthroughs (Instructional Walkthrough Tool)</p> <p>Biweekly Instructional Leadership Team Meeting Minutes and Agenda</p> <p>Quarterly PD Sessions Agenda and Feedback/Next Step Outline</p> <p>Monthly New Teacher Mentor Sessions Agenda and Minutes and Assignment Roster</p> <p>Effectiveness -----</p> <p>Weekly classroom walkthroughs will show 10% of 3-5 students increasing by 3% on weekly classroom assessments.</p> <p>Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators.</p> <p>Quarterly PD sessions will show student growth levels from approaching to mastery at 3-5% quarterly on district and school assessments</p> <p>New Teacher mentors coaching will lead to 10% of k-5 students increasing achievement on district CFA by 5% each quarter.</p>	<p>Effectiveness -----</p> <p>Weekly checks will show student achievement rate of 80% or higher on bi weekly assessments.</p> <p>Class data trackers and planning sessions will show 10% of K-5 students increasing by 3% on quarterly CFAs.</p>				
	<p>[A 2.2.2] New Teacher Support Description -----</p>	<p>Shannon Cotton, Principal, Alicia Saulsberry,</p>	<p>12/30/2024</p>	<p>TAG 4.0</p>	

	<p>New teachers to the district and/or new to Holmes Road Elementary will be assigned a teacher mentor and will attend school-level professional development sessions with The Ron Clarke Academy for New Teachers. This academy will prepare new teachers first year classroom organization processes, student engagement strategies and supports, and becoming familiar with Math content.</p> <p>Implementation -----</p> <p>Biweekly school level formative assessments</p> <p>Weekly classroom instructional walkthroughs (using the instructional walkthrough tool)</p> <p>Effectiveness -----</p> <p>Bi-weekly review of class data trackers will show 10% of K-5 students increasing by up to 3% mastery on school level assessments.</p> <p>Teachers will implement strategies learned from conferences up to 85% of the observed classroom time daily, that will result in TEM and LOE scores increasing by one level (from 2 to 3, 3 to 4, or 4 to 5).</p>	<p>Asst. Principal, Allison Duncan, Asst. Principal, Lashonda McNeal, PLCC, Kierra Pratt, Instructional Facilitator</p>			
	<p>[A 2.2.3] High Quality Professional Development Opportunities to Develop Effective Teachers and Leaders</p> <p>Description -----</p> <p>Math teachers and administrators will attend professional development learning opportunities:</p>	<p>Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Allison Duncan, Asst. Principal, Lashonda</p>	12/31/2024	TAG 4.0	

	<p>Math Summer Conferences - Go Get Your Teach On focuses on building teacher capacity and content knowledge in redelivering standard aligned instruction for new and novice teacher.</p> <p>Model Schools Conference - attendees will gain insight to classroom transformation as it relates effective classroom management, structured content delivery with a path focus on math comprehension, computation and other math geared strategies</p> <p>Shelby County Schools Personalized PD (CADRES) - are online self pace learning modules for teachers</p> <p>Tennessee Principals Association (TPA) Conference - focuses on building leadership capacity among TN school leaders by networking with other school level leaders in a general setting.</p> <p>The Ron Clark Academy Professional Development Conference: Signature Series math enable attendees to observe math classrooms in real time and share ideas and strategies on ways to enhance "your" math classroom to engage students, foster academic excellence and build rapport.</p> <p>Kagan Strategies training - attendees will gain instructional and cooperative learning strategies designed to boost student confidence and engagement in math.</p> <p>Implementation -----</p> <p>Biweekly school level formative assessments</p>	<p>McNeal, PLCC, Kiara Pratt, Instructional Facilitator</p>			
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	<p>Weekly classroom instructional walkthroughs using the instructional walkthrough tool</p> <p>Effectiveness -----</p> <p>Bi-weekly review of class data trackers will show 10% of K-5 students increasing by up to 3%.</p> <p>Teachers will implement strategies learned from conferences up to 85% of the observed classroom time daily, that will result in TEM and LOE scores increasing by one level (from 2 to 3, 3 to 4, or 4 to 5) per semester</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning Rationale -----</p> <p>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. The data from (Universal Screener & Progress Monitoring) iReady and AimsWeb, and Mastery Connect and IXL platforms to provide intervention/support for ALL students.</p> <p>Supporting Data -----</p> <p>Targeted intervention happens for all students to support all of the learning tiers during the instructional block, With targeted instruction Mastery connect data shows continued growth with an increase of 2.6% from 5.1 % in 2021-2022 SY to 7.7% in the 2022-2023 SY for MATH.</p> <p>Benchmark Indicator</p>	<p>[A 2.3.1] Response to Intervention Description -----</p> <p>Teachers, education assistants, and support staff will also provide tiered interventions to students in Tiers II and III. Students will be arranged in small groups according to instructional level and skill deficits. EL students will receive language support during schedule RTI2.</p> <p>Implementation -----</p> <p>Weekly Before/After tutoring</p> <p>Monthly Data team Meetings to analyze student data</p> <p>Progress monitoring for all Tier 2 and Tier 3 students</p>	<p>Tracy Hunter, RTI Lead and Tekia Edwards, Interventionist</p>	<p>04/30/2025</p>	<p>TITLE I</p>	

<p>Implementation -----</p> <p>Small group instruction according to skill level</p> <p>Monthly RTI Progress monitoring data review of students' performance in targeted intervention</p> <p>Quarterly CFA Analysis Data trackers completed by teachers providing a reteach/delivery strategies</p> <p>Effectiveness -----</p> <p>Small group instruction will show 25% of students will perform at or above 70% on District Formative Assessments (Fall, Winter and Spring)</p> <p>Monthly data meeting will at least 15% growth in Tier 2 students and 10% growth in Tier 3 students on bi-weekly progress monitoring.</p> <p>Data trackers will show 10% of K-5 students increasing by 3% on quarterly CFAs.</p>	<p>Effectiveness -----</p> <p>Student 9 week grade reports will reflect fewer students not meeting mastery by at least 3% per grade band</p> <p>Monthly data meeting will determine the effectiveness of RTI by overall growth of at least 15%.</p> <p>Biweekly progress monitoring for Tier 2 and Weekly progress monitoring for Tier 3 students will reflect ROI of 2% per progress monitoring window.</p>				
	<p>[A 2.3.2] IXL Description -----</p> <p>IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner. This platform will be used to strengthen gaps in learning.</p> <p>Implementation -----</p> <p>Daily small group instruction with workstation rotations</p>	<p>Jennefia Langston, Lab Asst., Shannon Cotton, Principal , Allison Duncan, Asst. Principal</p>	04/30/2025	TITLE I	

	<p>Monthly progress monitoring data reports with a focus on identified deficit areas</p> <p>Monthly data team meeting agendas, minutes and sign in sheets with identified next steps and expected outcomes</p> <p>Monthly PLCs to track students progress towards reaching the AMO.</p> <p>Effectiveness -----</p> <p>Daily classroom observations will reflect student engagement in the content at least 85% of the instructional observed time</p> <p>Weekly collaborative planning through PLCs will reflect best practices and effective strategies that align to the standards at 100%</p> <p>CFAs given quarterly (Fall, Winter and Spring) will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 3% per assessment window</p> <p>Weekly IXL data reports will show student growth by at least 3% per week</p>				
	<p>[A 2.3.3] Print Rich Environment Description -----</p> <p>Dolch (PreK-2nd) and Fry (3rd-5th) word lists will be posted in the hallways to increase academic vocabulary to help with mathematical word problems and math concepts. Each student will be provided with an Agenda Book for daily Morning</p>	Kierra Pratt, Instructional Facilitator	05/30/2025	TITLE I	

	<p>Skills Drill routines for grades K-5 that contain the Dolch and Fry lists and math facts.</p> <p>Implementation -----</p> <p>Daily K-2 classroom walk-through</p> <p>Quarterly administering of District Common Formative Assessment and analysis of benchmark assessment results three times a year</p> <p>Quarterly review of student success criteria and 3GC requirements and prerequisite</p> <p>Effectiveness -----</p> <p>Daily walk-throughs/observations show K-2 teachers and support staff are engaging students at their learning level(s) at 85% of the instructional time</p> <p>Quarterly reports show At least 70% of students are on-track/mastered after each CFA</p> <p>Each 9 week report card period shows students meeting the success criteria increases each grading cycle by at least 3%</p>				
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[G 3] Holmes Road Elementary School will maintain a 70% progressive discipline rate (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports).

****Additional Supports****

A positive school culture and climate creates an environment that promotes a safe, nurturing environment and promotes effective teaching and learning. Schools with a positive culture and climate support the emotional, physical, mental, cognitive, and social development of all students and staff. Additionally, a dedicated organizational infrastructure accelerates rapid school turnaround by providing on-going, tailored, and strategic support for all stakeholders.

District Turnaround Plan Goal

[G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports</p> <p>Rationale -----</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports</p> <p>Supporting Data -----</p> <p>In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>The percentage of students who are absent 10-20% of the year decreased from 35% of Kindergarteners in 2022 to 29.2% in 2023, schoolwide our chronically absent population decreased by 9.3% in 2023. Due to progressive discipline practices, overall discipline data indicates that only 8.3% of students experienced disciplinary incidents compared to 11.1% of the district but also third grade students received and increase of school suspensions from 2022 at 11.3% to 16.7% in 2023</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>Monthly attendance report review</p>	<p>[A 3.1.1] Behavioral Interventions and Supports</p> <p>Description -----</p> <p>HRES will follow the schoolwide RTI-B plan and develop targeted interventions and support programs with initiatives that address identified behavior needs and provide appropriate students supports.</p> <p>Implementation -----</p> <p>Yearly Classroom Contracts to support effective teacher parent communication</p> <p>Daily Teacher/ Class incentives</p> <p>Monitor PowerBI progressive Discipline data monthly</p> <p>Monthly Lions Den Incentive Store</p> <p>Effectiveness -----</p> <p>Yearly Classroom Contracts to support effective teacher parent communication will show student incidences that escalate into suspensions decrease by 10% per 20 day period</p> <p>Daily teacher / class incentives will shows an increase of student attendance rates by 3% per 20 day attendance reports</p>	<p>Shannon Cotton, Principal, Trina O'Banner, PSC, Percy Hunter, Behavior Specialist,</p>	<p>05/30/2025</p>	<p>TITLE I</p>	

<p>Monthly behavior attendance review</p> <p>Daily recognition of homeroom classes with Perfect Attendance</p> <p>Effectiveness -----</p> <p>Monthly attendance report will show an increase in students daily attendance rate by 5% Per 20 day period</p> <p>Monthly behavior attendance review will decrease students chronic absenteeism by 10%</p> <p>Daily recognition of homeroom classes with perfect attendance will show students daily tardy rate will decrease by 5% per day.</p>	<p>Monitor PowerBI progressive Discipline data monthly will show an overall decrease in incidents that lead to suspensions by 10% per nine week period.</p> <p>Monthly Lions Den incentive store will show overall decrease in incidents by 15% indicated in quarterly discipline reports</p>				
	<p>[A 3.1.2] Utilize Lions Den Classroom and Behavior Incentives</p> <p>Description -----</p> <p>School wide students have the ability to earn "badges" to add the the classroom Lions Den, each time the den is filled with 25 badges that class wins a classroom incentive as a whole. Students earn the badges on the bus, during support classes, transitional periods in the hall, restroom and the cafeteria. This incentive supports overall positive climate and culture.</p> <p>Implementation -----</p> <p>Daily attendance reports</p> <p>Monthly Tracking documentation of at-risk students</p>	<p>Shannon Cotton, Principal, Trina O'Banner, PSC, Percy Hunter, Behavioral Specialist</p>	05/30/2025	TITLE I	

	<p>Daily recognition of homeroom classes with Perfect Attendance</p> <p>Effectiveness -----</p> <p>Daily attendance reporting will show students daily attendance rate will increase by 5%</p> <p>Monthly tracking of at risk students will show a decrease of Tier 2 and Tier 3 behaviors reported to PowerBI per 20 day period.</p> <p>Daily recognition of homeroom classes with perfect attendance will show student incidences that escalate into suspensions decrease by 10% per 20 day reporting.</p>				
	<p>[A 3.1.3] Anti-Bullying Program</p> <p>Description -----</p> <p>Promote and conduct a prevention intervention program which describes expected conduct and consequences that are resultants of students' behavior. It addresses and moves toward resolution of academic and or discipline problems.</p> <p>Implementation -----</p> <p>Yearly Implementation of Pacers Antibullying program</p> <p>Semesterly AntiBullying presentation</p> <p>Yearly Antibully Pledge</p> <p>Effectiveness -----</p>	<p>Shannon Cotton, Principal, Trina Obanner, PSC, Percy Hunter, Behavior Specialist</p>	05/30/2025	TITLE I	

	<p>Implementation of Pacers Antibullying program will show a decrease in Tier 3 behaviors such as bullying and fighting by 5%-8% per 20 day PowerBI reporting</p> <p>Semesterly antibullying presentation will show an increase of student attendance rates by 3% per 20 day attendance reporting.</p> <p>Yearly antibullying pledge will show an overall decrease in bullying type incidents by 15% per quarterly discipline reporting</p>				
	<p>[A 3.1.4] Attendance and Behavior Celebrations Description -----</p> <p>Utilizing a schoolwide process for monitoring student attendance rates by grade level and identifying students who are present everyday for at least 20 days boost overall attendance morale and helps with accountability.</p> <p>Implementation -----</p> <p>Daily attendance reports</p> <p>Monthly Tracking documentation of at-risk students</p> <p>Daily recognition of homeroom classes with Perfect Attendance</p> <p>Effectiveness -----</p> <p>Daily attendance report will show an increase in student attendance by 5% Per 20 day reporting</p> <p>Monthly tracking of at risk students will show students chronic absenteeism rates will decrease by 10% per 20 day reporting</p>	<p>Shannon Cotton, Principal, Shakina Jimmerson, Attendance Specialist, Alicia Saulsberry, Asst. Principal, Lizzie Davis, Family Engag. Specialist, Percy Hunter, Behavioral Specialist</p>	04/30/2025	TITLE I SSIG2	

	Daily recognition of homeroom classes with perfect attendance will show a decrease of student behavior infractions by 3% per 20 day reporting				
<p>[S 3.2] Targeted strategies that support student mental health , school counseling services and restorative practices.</p> <p>Rationale -----</p> <p>Many students with a history of (ACES) adverse childhood experiences often have behavioral issues which often affects their attendance in school.</p> <p>Supporting Data -----</p> <p>Self reported demographic data shows that each school year since 2020, there have been 3-5 parents of students, students or staff deaths each year that may have an affect on students ability to stay engaged in class and learn. HRES takes great steps to work with family's of students that display behaviors that can result in suspension and ultimately missed instruction which is indicative of the increase of the progressive discipline rate by 17.4% to 27.7% in 2023</p> <p>Benchmark Indicator Implementation -----</p> <p>Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents.</p>	<p>[A 3.2.1] Rethink Curriculum- SEL Competency Description -----</p> <p>Rethink Ed's innovative solutions create healthy school climates, promote a greater awareness and understanding of mental health and wellness, and empower educators with training and instructional tools that drive whole school success.</p> <p>Implementation -----</p> <p>Biweekly teacher led SEL student lessons</p> <p>Monthly Fidelity Checks</p> <p>Effectiveness -----</p> <p>20 day discipline reports will show student incidences that escalate into suspensions decrease by 10%</p> <p>Monthly MSCS reports will show teachers implementing the Rethink curriculum with 100% fidelity</p>	<p>Shannon Cotton, Principal, Trina O'Banner, PSC, Lashonda McNeal, PLCC, Alicia Saulsberry, Asst. Principal, Allison Duncan, Asst. Principal, Kierra Pratt, Instructional Facilitator</p>	05/30/2025	TITEL I	

<p>Quarterly SEL Fidelity Reports will be shared district-wide.</p> <p>Effectiveness -----</p> <p>Daily attendance rate will increase by 5% Per 20 day reporting period.</p> <p>Monthly data meeting will show Chronic absenteeism will decrease by 10%</p> <p>20 day discipline reports will show student incidences that escalate into suspensions decrease by 10%</p>					
	<p>[A 3.2.2] Parent, Family and Community Engagement Trainings</p> <p>Description -----</p> <p>Trainings will be held throughout the year to engage parents and students in achieving attendance and academic excellence.</p> <p>Implementation -----</p> <p>Monthly training agendas</p> <p>Yearly training calendars with dates, content and times outlined</p> <p>Quarterly parent and student surveys</p> <p>Effectiveness -----</p> <p>Monthly training calendar will be available at least 1 month in advance</p> <p>Quarterly parent and stakeholder surveys will support positive feedback and supportive next</p>	<p>Shannon Cotton, Principal, Lizzie Davis, Family Engagement Specialist, Lashonda McNeal, PLCC, Trina O'banner, Professional School Counselor, Allison Duncan, Asst. Principal, Alicia Saulsberry. Asst. Principal</p>	05/30/2025	TITLE I	

	<p>steps at 85%</p> <p>Student chronic absenteeism will decrease by at least 2% after each training month</p>				
<p>[S 3.3] Parent, Family, and Community Engagement</p> <p>Rationale</p> <p>-----</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data</p> <p>-----</p> <p>Chronic absenteeism in connection with student behavior remains a challenge for Priority Schools. Students must be present in order to receive instruction. In addition, there have been many staffing changes during the past year and training is crucial to ensuring proper documentation and tracking students who may need additional services. HRES Chronic absenteeism rate decreased from 46% in 2022 to 39.5% in 2023.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Quarterly SEL Fidelity Reports will be shared district-wide.</p> <p>Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p>	<p>[A 3.3.1] Student Attendance Review Team (SART)</p> <p>Description</p> <p>-----</p> <p>The SART team may consist of the family specialist, guidance, an advocate representing the student such as a teacher of the student's choosing. The SART team must develop a Parent/Student Action Plan (PSAP) to address the cause (s) of the unexcused absences and identify interventions that eliminate the underlying problem and enable the student to attend school on a regular basis.</p> <p>Implementation</p> <p>-----</p> <p>Monthly PSAP meetings with parents to identify the cause of unexcused absences</p> <p>Weekly review of 20-day student attendance report trends Bi-weekly SART meetings with RTI2 data team Parental contact logs reviewed bi-weekly</p> <p>Effectiveness</p> <p>-----</p> <p>Monthly PSAP meeting will show an Increase in student attendance by 5% per grade band (for unexcused absent) after SART meetings and 20-day reports</p>	<p>Trina Obanner, PSC, Percy Hunter, Behavioral Specialsit, Alicia Saulsberry, Asst. Principal, Kyah Wilson, Reset Room Asst. Shakina Jimmerson, Attendance Specialist</p>	<p>05/30/2025</p>	<p>TITLE I</p>	

<p>Semi-annual adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.</p> <p>Effectiveness -----</p> <p>Student discipline and attendance reports will show students daily attendance rate will increase by 5% Per 20 day reporting period.</p> <p>Quarterly SEL data will show student incidences that escalate into suspensions (Fighting) will decrease by 10% per 9 week period</p> <p>Semi annual survey will show an increase of 10% per semester of parental involvement as it relates to student success and a decrease of student behaviors that lead to suspensions decrease by 5%.</p>	<p>Weekly review of 20 day student attendance will show a decrease in chronic absenteeism by 5% per grade band (for unexcused absent) after SART meetings and 20-day reports</p>				
	<p>[A 3.3.2] Parent Communication Description -----</p> <p>Provide easily accessible information about events, schedules and reports.</p> <p>Implementation -----</p> <p>Weekly Wednesday Folders with Monthly Calendars and student work samples</p> <p>Monthly School Newsletters sent out/ Class DoJo</p> <p>Quarterly Parent Engagement opportunities with parent sign in sheets</p>	<p>Percy Hunter, Behavioral Specialist, Lashonda McNeal, PLCC, Kierra Pratt, Instructional Facilitator</p>	05/30/2025	TITLE I	

	<p>Effectiveness -----</p> <p>Weekly Wednesday folders implementation will show an increase in student attendance by 5% per 20-day reporting period.</p> <p>Monthly school newsletters will show an increase in parental involvement with school events by 15% per semester.</p> <p>Quarterly parental engagement opportunities will show an increase in parental awareness and teacher communication by 5% per nine weeks</p>				
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[G 4] Early Literacy: By Spring 2025 HRES will decrease the number of K- 2 ELA students who fell below expectations from 18.9 % in Winter to 9.9%.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 4] CSI students will increase the percent of Met Plus Exceeded Rate in all grades on Spring 2025 TCAP Math by 3% or higher from Spring 2024 TCAP.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Implement an Early Literacy Effective Instructional Model - Provide support to ensure that an effective instructional model is implemented</p> <p>Rationale -----</p> <p>Teachers are more successful when they have support to build capacity around good first teaching, knowledge of content standards, effective planning, and delivery of instruction with academic needs and interest of students in mind. Priority school teachers need various supports that will</p>	<p>[A 4.1.1] Pre-Kindergarten Transitional Program</p> <p>Description -----</p> <p>Prepares incoming kindergarten students about the academic and behavioral expectations and serves as a foundation for future learning and academic success by equipping children with essential skills and knowledge.</p>	<p>Shannon Cotton, Principal, Lashonda McNeal, PLCC, Alicia Saulsberry, Asst. Principal and Allison Duncan, Asst. Principal, Kierra Pratt,</p>	<p>04/30/2025</p>	<p>TITLE I</p>	

<p>help impact student growth and achievement such as coaching cycles, co-planning, co-teaching, analyzing student work, and employing strategies that cognitively engage students in the work.</p> <p>Supporting Data -----</p> <p>NEW STRATEGY</p> <p>Benchmark Indicator Implementation -----</p> <p>Quarterly Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap</p> <p>Quarterly observations of educational assistants support in K-2 classrooms using the instructional walkthrough tool</p> <p>Monthly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities - agendas and teacher needs assessment;</p> <p>Effectiveness -----</p> <p>Quarterly Foundational Literacy Quality Reviews (FLQRs) will show 10% of K-2 students increasing by 3% on quarterly CFAs.</p> <p>Quarterly observations will show 10% of K-2 students increasing by 3% on quarterly CFAs.</p> <p>Foundational literacy PD will show an increase of</p>	<p>Implementation -----</p> <p>PreK student visit to KK once per year during 4th quarter.</p> <p>Yearly early literacy resources from the Foundations program such as flash cards of sight words in preparation for KK entry.</p> <p>Effectiveness -----</p> <p>PreK student visits will show 5% increase in Brigance scores at the beginning, middle and end of the year.</p> <p>Foundations program will show an increase of at least 3% in students vocabulary and phonemic awareness for entering KK students</p>	Instructional Facilitator			
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student performance 2%-4% during each assessment window.					
	<p>[A 4.1.2] Foundations- Early Literacy Training</p> <p>Description -----</p> <p>The Foundations® literacy program supports teachers using an evidence-based approach to instruction that emphasizes decoding, encoding, and handwriting skills for K-2 students.</p> <p>Implementation -----</p> <p>Quarterly Foundational Literacy Quality Reviews (FLQRs) from district instructional literacy advisors will monitor the academic gap</p> <p>Quarterly observations of educational assistants support in K-2 classrooms using the Instructional Walkthrough Tool</p> <p>Weekly classroom walkthroughs using Instructional walkthrough tool</p> <p>Daily use of Foundations instructional kits K-2 classrooms.</p> <p>Effectiveness -----</p> <p>Quarterly Foundational Literacy Quality Reviews (FLQRs) will show 10% of K-2 students increasing by 3% on quarterly CFAs.</p> <p>Quarterly observations will show 10% of K-2 students that work in small groups supported by EAs increasing by up to 3% on quarterly CFAs.</p> <p>Weekly walkthroughs will show that students fluency and phonetic awareness levels increased by 5% per iReady benchmark assessment window</p>	<p>Shannon Cotton, Principal, Lashonda McNeal, PLCC, Allison Duncan, Asst. Principal, Kierra Pratt, Instructional Facilitator, Alicia Saulsberry, Asst. Principal, Jarinita Rubin, Literacy Laureate</p>	05/30/2025	TAG 4.0	

	<p>(from fall to winter, winter to spring)</p> <p>Instructional kits will be used daily by K-2 teachers and students 100% of the identified instructional time resulting in students moving from Tier III to Tier II</p>				
	<p>[A 4.1.3] Kindergarten Academy Collaboration Sessions</p> <p>Description -----</p> <p>Teachers collaborate with the literacy laureate with building and creating workstations/ learning centers for each Reading TN standard. The KK students will have a transitional day where they will go to a first grade class and travel as first grade students would while they are still KK students.</p> <p>Implementation -----</p> <p>Yearly KK students will have a transitional day to first during 4th quarter.</p> <p>Monthly Kindergarten teachers collaboration with the literacy laureate or ELA ILT Lead using the Tennessee Reading Standards to create meaningful work stations for each standard.*.*</p> <p>Effectiveness -----</p> <p>Hands-on work stations along will show 10% of K-5 students increasing by 3% on quarterly CFAs.</p> <p>Teacher collaboration will show 80% of the students scoring proficient or exceed mastery on weekly/bi-weekly common assessments.</p>	<p>Kierra Pratt, Instructional facilitator, Jarinita Ruben, Literacy Laureate</p>	<p>05/30/2025</p>	<p>TITLE I</p>	

<p>[S 4.2] Foundational Literacy Laureates Professional Development</p> <p>Rationale -----</p> <p>Designate one Laureate in every elementary and K-8 school to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. Facilitate and manage school based professional development in foundational skills for grades PreK-2nd and attend district professional development and train teachers PreK-2nd. Assist teachers with understanding TCAP standards, assists teachers.</p> <p>Supporting Data -----</p> <p>Mastery connect data shows that 36.7 % of K-2 students that receive hands on foundational literacy development have exceed expectations on the winter benchmark assessment as well as 25.7 % of students that met expectations in ELA early foundations skills as well.</p> <p>Benchmark Indicator</p> <p>Implementation -----</p> <p>Monthly review of Laureate support logs measure the frequency and level of school-based support to K-2 teachers</p> <p>Quarterly administering of District Common Formative Assessment</p> <p>Quarterly review of student success criteria and benchmark analysis of 3GC requirements and prerequisite</p>	<p>[A 4.2.1] Literacy Laureate</p> <p>Description -----</p> <p>Facilitate and manage school based professional development in foundational skills for grades PreK-2nd. Attend district professional development and train teachers PreK-2nd. Assist teachers with understanding TCAP standards, assists teachers with curriculum, capture and share quality lessons for professional development.</p> <p>Implementation -----</p> <p>Daily K-2 classroom walk-through</p> <p>Quarterly administering of District Common Formative Assessment</p> <p>Quarterly review of student success criteria and GC requirements and prerequisite</p> <p>Effectiveness -----</p> <p>Daily walk-throughs/observations show K-2 teachers and support staff are engaging students at their learning level(s) at 85% of the instructional time</p> <p>Quarterly reports show At least 70% of students are on-track/mastered after each CFA</p> <p>Each 9 week report card period shows students</p>	<p>Kierra Pratt, Instructional Facilitator, Jarinita Ruben, Literacy Laureate</p>	<p>04/30/2025</p>	<p>TITLE 1</p>	
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<p>BI-ANNUAL classroom observations from district instructional literacy advisors</p> <p>Effectiveness -----</p> <p>Monthly review of support logs will show a students in teacher pedagogy indicated by growth of at least 3% in phonemic awareness.</p> <p>Daily walk-throughs/observations show K-2 teachers and support staff are engaging students at their learning level(s) at 85% of the instructional time</p> <p>Quarterly reports show At least 70% of students are on-track/mastered after each CFA</p> <p>Each 9 week report card period shows students meeting the success criteria increases each grading cycle by at least 3%</p>	<p>meeting the success criteria increases each grading cycle by at least 3%</p>				
	<p>[A 4.2.2] Educational Assistants and Specialized Educational Assistants</p> <p>Description -----</p> <p>Provide additional support during early literacy reading blocks and math blocks to assist students that are below grade level. Educational assistants will assist prioritized classrooms with small group tasks, intervention assignments, classroom transitions, and other academic supports in grades 3-5.</p> <p>Implementation</p>	<p>Shannon Cotton, Principal, Alicia Saulsberry, Asst. Principal, Allison Duncan, Asst. Principal, Lashonda McNeal, PLCC, Kierra Pratt, Instructional Facilitator.</p>	<p>05/30/2025</p>	<p>TITLE I</p>	

	<p>-----</p> <p>Daily classroom walk-throughs and educational assistant schedules.</p> <p>Daily Lesson plans</p> <p>Weekly collaborative planning and PLC meetings</p> <p>Effectiveness</p> <p>-----</p> <p>Daily classroom observations will reflect student engagement in the content at least 85% of the instructional observed time</p> <p>Weekly collaborative planning through PLCs will reflect best practices and effective strategies that align to the standards at 100%</p> <p>CFAs given Fall, Winter and Spring will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 2% per assessment</p>				
<p>[S 4.3] Continuous supports for students who show no academic progress</p> <p>Rationale</p> <p>-----</p> <p>There is a large number of students needing intervention in priority schools and school leaders and teachers need additional support and training to ensure RTI intervention blocks and teacher-facing instruction is done with fidelity. Priority schools also need help accurately analyzing student data in order to prescribe aligned instruction that meet the needs of individual students.</p>	<p>[A 4.3.1] Extended Learning</p> <p>Description</p> <p>-----</p> <p>Provide before and after school tutoring for students using Benchmark indicators, classroom assessments and Common Formative Assessments and (ZAP) Zeros Aren't Permitted on selected Fridays.</p> <p>Implementation</p> <p>-----</p> <p>Daily classroom observations</p>	<p>Kierra Pratt, Instructional Facilitator, Allison Duncan, Asst. Principal, Shannon Cotton, Principal, Lashonda McNeal, PLCC</p>	<p>05/30/2025</p>	<p>TITLE I</p>	

<p>Supporting Data -----</p> <p>iReady data depicts that 16% of Kindergarten, 10% of First grade and 21 % of Second grade students ELA early foundations met or exceeded expectations of early literacy skills. There are 46.7% of second grade students that are reading on grade level and met iready lexile levels for 2nd grade students.</p> <p>Benchmark Indicator Implementation -----</p> <p>Monthly progress monitoring data reports with a focus on identified deficit areas</p> <p>Monthly data team meeting agendas, minutes and sign in sheets with identified next steps and expected outcomes</p> <p>Daily classroom walkthroughs/informal observations</p> <p>Effectiveness -----</p> <p>CFAs given Fall, Winter and Spring will show growth in students shifting from below to approaching, approaching to on track and/or on track to mastery by at least 3% per assessment window</p> <p>Decrease number of Tier II and Tier III students and the number of students requiring ASP referrals by 10% each quarter</p> <p>Daily classroom observations will reflect student</p>	<p>Weekly collaborative planning agendas and sign-in</p> <p>District Common Formative Assessments given Fall, Winter and Spring</p> <p>Quarterly student grading reports (progress and report cards)</p> <p>Effectiveness -----</p> <p>Daily classroom observations</p> <p>Weekly collaborative planning agendas and sign-in</p> <p>District Common Formative Assessments given Fall, Winter and Spring</p> <p>Quarterly student grading reports (progress and report cards)</p>				
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engagement in the content at least 85% of the instructional observed time daily					
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