

Brownsville Road Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

In the 2024-25 academic year, Brownsville Road Elementary School will increase the ELA on-track and mastery proficiency rates for grades 3 - 5 from 34.2% in 2023-2024 to 39.2% in 2024-2025.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using iReady

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>School level data shows the following for Spring SY 2023/2024 Mastery Connect overall data results show overall 36.7 % met plus exceeded in ELA in grades 3-5. For Spring SY 2023/2024 Mastery Connect results show overall 67.9% met plus exceeded in ELA in grades K-2.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none">o Quarterly School-wide Formative Assessmentso Weekly lesson planso Quarterly student work samples	<p>[A 1.1.1] Weekly Collaborative Planning Meetings Grade-level teams will concentrate on dissecting the standards to guarantee the teaching meets the required rigor. Educators will utilize resources to deepen their comprehension of the standards' demands. Teams will pinpoint student misunderstandings through analysis of student work, assessment outcomes, and instructional levels to apply strategies and supports that elevate achievement levels.</p>	Eulandus Gibson, PLC Coach; Vivian Burkley, Instructional Support Advisor	05/02/2025		

<p>**Effectiveness: **</p> <p>o Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</p> <p>o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>o Quarterly review of student work samples will show students' mastery of standards at 80% or higher.</p>					
	<p>[A 1.1.2] Provide Instructional Support and Coaching Offer teachers consistent instructional coaching and support in English Language Arts (ELA) through a routine of observation, prompt feedback, and scheduled follow-ups. Perform regular walk-throughs of instructional practices and give immediate feedback.</p>	Eulandus Gibson, PLC Coach; Jamesee Cleaves, Classroom Teacher; Vivian Burkley, Instructional Support Advisor	05/02/2025		
	<p>[A 1.1.3] Secure Instructional Resources to Support Literacy Rich Environments Brownsville Road Elementary School is committed to securing the necessary supplies, materials, instructional equipment, and resources to bolster ELA academic growth and achievement.</p>	Renae Bingham, PLC Coach	03/31/2025		
<p>[S 1.2] Professional Development 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>Benchmark Indicator</p>	<p>[A 1.2.1] Meaningful Professional Development Opportunities The School Leadership Team will offer continuous, high-quality professional development at the school level for administrators, teachers, and other instructional staff, focusing on evolving instructional practices to enhance student performance. This professional development will encompass analyzing standards, completing student tasks, conducting intervention fidelity checks, and</p>	Velvet Jeter, Principal; Eulandus Gibson, PLC Coach; Vivian Burkley, Instructional Support Advisor	05/02/2025		

<p>**Implementation:**</p> <ul style="list-style-type: none"> o Weekly PLC Meetings agenda and minutes o Monthly professional development agenda and minutes <p>**Effectiveness**:</p> <ul style="list-style-type: none"> o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. o Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. 	<p>employing differentiation and scaffolding strategies, along with deliberate planning and practice. These opportunities will stem from both informal and formal classroom observations, analysis of student data from district and classroom assessments, teacher surveys, and lesson plan reviews. The Instructional Leadership Team and administrative staff will provide feedback to teachers post-informal observations, adhering to the Continuous Improvement process, and will implement deliberate practice sessions for refining re-teaching strategies.</p>				
	<p>[A 1.2.2] New Teacher Mentors Our New Teacher Mentors will offer guidance and peer support to help new teachers learn the curriculum, establish best practices, and comprehend the building's routines and procedures. This strategic support aims to enhance their capacity to effectively serve all students in their classrooms.</p>	<p>Charles Newborn, Dean of Students; Eulandus Gibson, PLC Coach; James Cleaves, Classroom Teacher</p>	05/02/2025		
<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 **Implementation:**</p> <ul style="list-style-type: none"> o Quarterly benchmark assessment data 	<p>[A 1.3.1] Response to Intervention Implement a school-wide (K-5) 45-minute intervention period where Tier 2 and Tier 3 students receive targeted instruction in their specific areas of skill deficit, appropriate to their instructional level. Continuous monitoring will take place, with students being benchmarked according to their identified tier. Interventions will be modified in response to student progress.</p>	<p>Velvet Jeter, Principal; Keith Cobb, RTI Lead</p>	05/23/2025		

<ul style="list-style-type: none"> o Weekly fidelity checks o Monthly data meeting agenda and minutes <p>**Effectiveness:**</p> <ul style="list-style-type: none"> o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. o Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. 					
	<p>[A 1.3.2] Highly Specialized Assistants K-2 highly specialized educational assistants will support whole group, small group, and one-on-one instruction during the literacy block. HSEAs will support the classroom teacher with all instructional needs with the intention of closing existing learning gaps.</p>	Charles Newborn, Dean of Students; Renonia Bruce, HSEA; Angela Lewis, HSEA	05/23/2025		
<p>[G 2] Mathematics In the 2024-25 academic year, Brownsville Road Elementary School will increase the Math on-track and mastery rates for grades 3 to 5 from 29.4% in the 2023-24 school year to 34.5% in the 2024-25 school year.</p> <p>Performance Measure Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>District Formative Assessment using iReady</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes

<p>[S 2.1] Standard Aligned Core Instruction 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 career and college ready.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> o Quarterly School-wide Formative Assessments o Weekly lesson plans o Quarterly student work samples <p>**Effectiveness:**</p> <ul style="list-style-type: none"> o Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. o Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. o Quarterly review of student work samples will show students' mastery of standards at 80% or higher. 	<p>[A 2.1.1] Weekly Collaborative Planning Grade-level teams will concentrate on dissecting the standards to guarantee the teaching meets the required rigor. Educators will utilize resources to deepen their comprehension of the standards' demands. Teams will pinpoint student misunderstandings through analysis of student work, assessment outcomes, and instructional levels to apply strategies and supports that elevate achievement levels.</p>	<p>Renae Bingham, PLC Coach</p>	<p>05/02/2025</p>		
	<p>[A 2.1.2] Foster Engaging Learning Environments K-5 teachers are set to plan and conduct captivating learning activities that methodically develop fluency and problem-solving abilities. Both teacher and student behaviors will be in harmony with mathematical practices and the application of manipulatives. During PLCs, teachers will decode</p>	<p>Velvet Jeter, Principal; Renae Bingham, PLC Coach; Brandon Richards,</p>	<p>05/23/2025</p>		

	the standards through the Know and Show strategy, PLC Guides, Standards Alignment documents, and Standards Interpretation Guides to pinpoint and tackle misconceptions. Highly Specialized Educational Assistants (HSEAs) will be involved in PLCs and will facilitate small group instruction for students. Additionally, technology integration will be a component of the math small group sessions.	Classroom Teacher			
	[A 2.1.3] Supplemental Instructional Resources to Support Rich Learning Environments Brownsville Road Elementary will secure supplemental supplies, materials, instructional equipment and resources to support and improve math academic growth and achievement.	Renae Bingham, PLC Coach	03/31/2025		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Benchmark Indicator **Implementation:** o Weekly PLC Meetings agenda and minutes o Monthly professional development agenda and minutes **Effectiveness**: o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. o Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.	[A 2.2.1] Meaningful Professional Development Opportunities The School Leadership Team is committed to providing ongoing, high-quality professional development at the school level for administrators, teachers, and other instructional staff. This initiative is aimed at transforming instructional practices to enhance student performance. Professional development sessions will cover a range of topics, including breaking down standards, completing student tasks, conducting intervention fidelity checks, as well as employing differentiation and scaffolding strategies through careful planning and practice. These opportunities will be tailored based on insights gathered from both informal and formal classroom walkthroughs, analysis of student data from district and classroom assessments, teacher surveys, and lesson plan reviews. Additionally, the Instructional Leadership Team and administrative staff will offer feedback to teachers post-observations, adhering to the Continuous Improvement process and focusing on the refinement of re-teaching strategies through deliberate practice.	Velvet Jeter, Principal; Renae Bingham, PLC Coach; Brandon Richards, Classroom Teacher	05/02/2025		

	<p>[A 2.2.2] New Teacher Mentors Our New Teacher Mentors will offer guidance and peer support to help new teachers learn the curriculum, establish best practices, and comprehend the building's routines and procedures. This will strategically enhance their capacity to serve all students in their classrooms.</p>	Charles Newborn, Dean of Students; Renaë Bingham, PLC Coach; Brandon Richards, Classroom Teacher	05/02/2025		
<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 **Implementation:**</p> <ul style="list-style-type: none"> o Quarterly benchmark assessment data o Weekly fidelity checks o Monthly data meeting agenda and minutes <p>**Effectiveness:**</p> <ul style="list-style-type: none"> o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. o Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 	<p>[A 2.3.1] Response to Intervention Implement a school-wide (K-5) 45-minute intervention period where students identified as Tier 2 and Tier 3 receive targeted instruction in their specific areas of skill deficit, appropriate to their instructional level. Continuous monitoring will take place, with students being benchmarked according to their identified tier. Interventions will be modified in response to student progress.</p>	Velvet Jeter, Principal; Keith Cobb, RTI Lead	05/23/2025		

2-3 data points during progress monitoring. o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.					
	[A 2.3.2] Additional Resources for Struggling Scholars Scholars will receive additional academic resources. The acquisition of instructional materials will bolster the alignment of content standards, enhancing student performance. These resources encompass, but are not limited to, consumable workbooks and supplementary online platforms that adhere to standards and support intervention strategies, as well as manipulatives for home use that support classroom strategies.	Renae Bingham, PLC Coach	03/31/2025		

[G 3] Safe and Healthy Students

By the end of the 2024-2025 academic year, Brownsville Road Elementary School aims to decrease the rate of chronically absent students from 30.3% in 2023-2024 to 20.2 % in 2024-2025.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified attendance and behavior needs and provide appropriate student supports. Benchmark Indicator **Implementation:** o 20-day attendance reports	[A 3.1.1] Implementation of RTI2-B Intervention Model The implementation of the RTI2-B multi-tiered system of support will concentrate on the behavioral and social needs of students throughout the school environment. The establishment of Tier 1 school-wide behavioral expectations will foster a sense of safety and inclusion for targeted students. A school-wide acknowledgment system, complete with a matrix and attendance incentives, will be put in place. We hold the belief that when students feel	Velvet Jeter, Principal; Charley Braswell, School Counselor; Cedell Brownlee, RTI2-B Specialist; Charles	05/23/2025		

<p>o 20-day behavior reports</p> <p>**Effectiveness:**</p> <p>o 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.</p> <p>o 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</p>	<p>happy and secure, both physically and emotionally, they are more engaged in school.</p>	<p>Newborn, Dean of Students</p>			
	<p>[A 3.1.2] Parental Notifications and Support The School Counselor and RTI2-B Specialist will engage in weekly communication with the parents of students who are chronically absent. They will discuss the significance of regular attendance and, if needed, devise strategies to help parents address their child's attendance challenges. Additionally, SART meetings will be organized for the parents of these students to assess their needs and the support required.</p>	<p>Velvet Jeter, Principal; Charley Braswell, School Counselor; Cedell Brownlee, RTI2-B Specialist; Charles Newborn, Dean of Students; Lucinda Isom, Attendance Liason</p>	<p>05/23/2025</p>		
<p>[S 3.2] Professional Development ****Provide ongoing, high quality professional development at the school-level for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator **Implementation:**</p> <p>o RTI2-B data training agenda and minutes</p>	<p>[A 3.2.1] RTI2-B Professional Development All school faculty, encompassing teachers, administrative staff, and teaching assistants, will undergo professional development focused on RTI2-B. This training will cover areas such as lesson planning, setting classroom expectations, rules, procedures, and providing intervention support for selected students to tackle discipline and attendance challenges.</p>	<p>Charley Braswell, School Counselor; Cedell Brownlee, RTI2-B Specialist</p>	<p>08/31/2024</p>		

<p>**Effectiveness: **</p> <p>o Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.</p>					
<p>[S 3.3] Parent, Family, and Community Engagement</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>Benchmark Indicator</p> <p>**Implementation: **</p> <p>o Quarterly parent meeting agenda and minutes</p> <p>o Semesterly parent-teacher conference sign-in sheets/minutes</p> <p>**Effectiveness: **</p> <p>o Quarterly parent meetings will result in an increase in participation by at least 10%.</p> <p>o Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p>	<p>[A 3.3.1] Parental Support and Involvement</p> <p>Establish an attendance team responsible for daily monitoring of attendance, tracking progress towards attendance objectives, and engaging with parents and students regarding any issues that emerge. Parents ought to be informed of absences to assess whether support is required for families.</p>	<p>Charles Newborn, Dean of Students; Lucinda Isom, Attendance Liasion</p>	<p>05/23/2025</p>		
	<p>[A 3.3.2] Parent Resource Center</p> <p>By transforming communities and collaborating with partners, we aim to meet the needs of families and students in both educational and domestic settings. Our approach is to consider the entire child, ensuring that both academic and social success are enhanced strategically and vigorously.</p>	<p>Velvet Jeter, Principal</p>	<p>05/23/2025</p>		

	The main objective of the Family Resource Centers is to strengthen the family's ties to community resources, thereby overcoming socio-economic challenges they may face.				
	[A 3.3.3] Family Engagement Opportunities We invite parents, guardians, and students to the school for a series of activities designed to foster school engagement, enhance attendance, and expand parental understanding of student data. We will host Parent Nights, including Data Nights, Family Literacy Night, Family Math and Science Night, among other family engagement events. Our aim is to encourage participation from families, district staff, community leaders, and school supporters.	Velvet Jeter, Principal; Charles Newborn, Dean of Students; Eulandus Gibson, PLC Coach; Renae Bingham, PLC Coach; Charley Braswell, School Counselor	05/23/2025		

[G 4] Early Literacy

Based on the Spring's 2025 iReady Diagnostic, Brownsville Road Elementary will decrease our number of Tier 2 and Tier 3 learners in grades K-2 from 48% in 2023-2024 to 30% in 2024-2025.

Performance Measure

Performance will be measured using the following tools:

District Formative Assessment using iReady

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 4.1] Professional Learning Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading. Benchmark Indicator **Implementation:**	[A 4.1.1] Standard Driven Professional Development Learners are provided with explicit, direct instruction in a whole group setting, as well as guided and collaborative practice in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers conduct small group lessons tailored to different skill levels to address the diverse literacy needs of students. Literacy workstations are established to offer students a	Vivian Burkley, Instructional Support Advisor; Eulandus Gibson, PLC Coach	05/02/2025		

<ul style="list-style-type: none"> o Weekly collaborative planning agenda and minutes o Monthly professional development agenda and minutes <p>**Effectiveness: **</p> <ul style="list-style-type: none"> o Weekly collaborative planning will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. o Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. 	<p>range of opportunities to collaboratively and independently practice and apply essential literacy skills and strategies.</p>				
	<p>[A 4.1.2] Highly Specialized Teacher Assistants Highly Specialized Educational Assistants (HSEAs) will be placed in all K-2 classrooms to offer instructional support in literacy to students. HSEAs will assist the classroom teacher with literacy instruction and provide targeted support through small group and individual instruction to address the diverse needs of learners. Additionally, professional development opportunities will be available for HSEAs to enhance their ability to meet instructional demands.</p>	<p>Charles Newborn, Dean of Students; Renonia Bruce, HSEA; Angela Lewis, HSEA</p>	05/23/2025		
	<p>[A 4.1.3] Instructional Support and Coaching The Instructional Support Advisor assists K-2 educators by providing instruction, strategies, and high-quality resources focused on foundational literacy. Moreover, the advisor will lead or oversee professional development in foundational skills at the school level, as determined by classroom observations and student data. The ISA will demonstrate or jointly teach best practices in foundational skills instruction across different settings, including whole and small group formats, as required.</p>	<p>Vivian Burkley, Instructional Support Advisor; Eulandus Gibson, PLC Coach</p>	05/02/2025		

<p>[S 4.2] 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 earners to improve student achievement.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data o Weekly fidelity checks <p>**Effectiveness:**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. o Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. 	<p>[A 4.2.1] Provide Intervention for all Tier 2 and Tier 3 students There is a school-wide intervention block during which al Tier 2 and Tier 3 student receive targeted literacy intervention in their specific skill deficit area on their instructional level.</p>	Velvet Jeter, Principal; Keith Cobb, RTI Lead	05/23/2025		
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