Germanshire Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts 3-5: Germanshire Elementary will increase meeting or exceeding expectations & proficiency rates on TCAP for grades 3-5 from 28.2% in Spring 2023 to 45% in Spring 2025.
To determine the goal for the 2024-2025 school year, the TCAP data from Spring 2023 was analyzed. Although the TCAP data from Spring 2024 has not been officially released, I reviewed that data to determine an attainable goal.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

iReady Universal Screeners

School-based Common Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. **Benchmark Indicator** **Benchmark Indicator** **Implementation:** iReady Diagnostics (Fall, Winter, Spring) Quarterly Formative Common Assessments (School-level)	**[A 1.1.1] A 1.1.1 Provide Intentional Planning for Standard Driven Instruction in Reading/Language Arts** Provide equitable instruction in English Language Arts (ELA) to all Germanshire Eagles in grades 3-5. Coherently, the ELA, ESL, and Sped. teachers along with the Instructional Leadership Team (ILT), and School Administration team will support the ELA teachers in the following ways by implementing: * Create weekly assessments, do nows, & exit tickets aligned to state standards in TN Ready format * Intentional Planning (i.e. align instruction to state standards, efficiently unpack standards, & use data to guide instructional planning) * Special education/ESL teachers will support general education teachers with accommodations and modifications in lesson plans and assessments as outlined by the IEP.	Principal Antuan Knapp, Assistant Principal Charlandria Addison, PLC Coach Rochelle Miller	05/09/2025	Title 1	

EFFECTIVENESS: Implementing Quarterly iReady Diagnostic results will show 25% of students with a 10% increase on track or mastery. Implementing Quarterly School-level Formative Common Assessments results will show 20% increase with mastery of 90% or better.	* Special Education/ESL teachers to attend content training that is offered by math and ELA * Special Education/ESL teachers to attend monthly meetings * Special education/ESL teachers to provide PD on math and ELA accommodation or modification strategies during faculty meetings or PLC.				
	[A 1.1.2] A 1.1.2 Implementing Data Driven Instructional Practices in Reading/Language Arts Provide equitable instruction in English Language Arts (ELA) to all Germanshire Eagles in grades 3-5. Coherently, the ELA, ESL, and Sped. teachers along with the Instructional Leadership Team (ILT), and School Administration team will support the ELA teachers in the following ways by implementing: * Data driven instructional decisions * Individualized Instruction * Differentiate Instruction using the following supplemental resources (i.e. iReady, Tennessee Performance Coach Books, Tennessee Success Coach Books, & Measuring Up Books) * Monitor students academic progress with the support of technology * Create a Weekly Reteach Action Plan for students who struggle with a particular standard(s).	Principal Antuan Knapp, Assistant Principal Charlandria Addison, PLC Coach Rochelle Miller	05/09/2025	Title 1	
	[A 1.1.3] A 1.1.3 Supplemental Instructional Resources Germanshire Elementary will provide supplemental supplies, materials, and instructional equipment to support and improve reading academic growth and achievement. Germanshire will also provide computer carts to each grade to store and charge their students' one-to-one devices. This will also allow students to be prepared and ready to complete assignments that are assigned for technology integration.	Principal Antuan Knapp, Assistant Principal Charlandria Addison, and PLC Coach Rochelle Miller	05/09/2025	Title 1	

[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors 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. **Benchmark Indicator** **Benchmark Indicator** **Implementation:** Weekly Collaborative Planning Weekly PLC's Monthly Professional Development (Faculty Meetings) ******EFFECTIVENESS**: Implementing collaborative planning will show an increase of student achievement by 10% for 25% of students on school-level assessments. Implementing weekly student work analysis during PLC's will show 20% increase with mastery of 90% or better Implementing monthly professional development will show 90% of teachers with a 10% increase executing core aligned instruction.	**[A 1.2.1] A 1.2.1 Provide Instructional Professional Development** Provide an opportunity for teachers and school administrators to obtain local and virtual professional development sessions/conferences to build their professional capacity to equitably support all students' academic growth and achievement. Educators will share acquired knowledge with stakeholders in the following ways: * Admin./Professional Learning Coaches/Teachers/Content Leads/ & ILT will host Professional Development session(s) * Collaborative Planning * Vertical Team Planning	Principal Antuan Knapp, Charlandria Addison, and PLC Coach Rochelle Miller	05/09/2025	Title 1	
	[A 1.2.2] A 1.2.2 Utilize Professional Learning Community Coaches (PLCs) Teachers will be provided frequent training sessions through Professional Learning Communities (PLC) based on best practices and data analysis to address academic achievement.	Principal Antuan Knapp, Assistant Principal Charlandria Addison, &	05/09/2025	Title 1	

	* Professional Learning Coaches will host Professional Development session(s) * Collaborative Planning * Vertical Team Planning * Data Meetings * Observations and feedback * Formative Walkthroughs	PLC Coach Rochelle Miller			
	[A 1.2.3] A 1.2.3 Wonders ELA Implementation/Ready Reading Teachers will implement the Wonders and Ready Reading curriculum. The teachers will follow the curriculum maps to plan and deliver learning experiences and strategically build fluency and problem-solving skills to improve student achievement in English Language Arts for all Subgroups. The PLC Coach (Rochelle Miller) is the admin lead over ELA and will provide monthly PD to analyze the standards and provide various teaching strategies to meet student mastery. In addition, we will host an Annual Literacy Night which will allow teachers and staff to train parents on how to assist students with Reading and Writing strategies at home during homework. Both parents and students will participate in activities, and Germanshire will provide material that can be utilized at home. All teachers will engage in instructional planning for effective content delivery through collaborative planning in a content area such as ELA. To create and promote a positive classroom environment to build relationships, teachers will organize and implement identified practices for all students.	Principal Antuan Knapp, Assistant Principal Charlandria Addison, & PLC Coach Rochelle Miller	05/09/2025	Title 1	
[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.	**[A 1.3.1] A 1.3.1 Create Personalized Intervention for Struggling Students** Provide equitable and personalized instruction in English Language Arts (ELA) to all Tier 2 & 3 students in grades K-5. Coherently, the ELA, ESL, Sped. teachers, and educational assistants along with the Instructional Leadership Team (ILT), paraprofessionals, and school administration team	Principal Antuan Knapp, Assistant Principal Charlandria Addison, & PLC Coach Rochelle Miller	05/09/2025	Title 1	

Benchmark Indicator **Benchmark Indicator** **Implementation:** iReady Diagnostics (Fall, Winter, Spring) Quarterly Formative Common Assessments (School-level) **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 25% of students with a 10% increase on track or mastery. Implementing Quarterly School-level Formative Common Assessments results will show 20% increase with mastery of 90% or better.	will implement the following: * Provide RTI2 intervention for Tier 2 & 3 students based on each student's skill deficit area * Implement RTI with fidelity (i.e. instruction, progress monitoring, monthly data mtgs., & fidelity checks) * Discuss research-based best practices to address areas of concerns based on data * Utilize Blended Learning for students to practice skills on an computer-based programs to support student achievement.				
	[A 1.3.2] A 1.3.2 Provide Enrichment Support Provide equitable and individualized instruction in English Language Arts (ELA) to all Tier 1 students in grades K-5. Coherently, the ELA, ESL, and Sped. teachers along with the Instructional Leadership Team (ILT), paraprofessionals, and school administration team will execute the following: * Provide Tier Up instruction (Focus Tier 1) to meet the academic needs of students needing enrichment, remediation, and intervention support to close academic gaps. * Utilize Blended Learning for students to practice skills on computer-based programs to support student achievement * Review previous and current standards with students during do nows * Bi-weekly analyze students' academic data to identify strengthens, misconceptions, and trends * Create an action plan to address students' areas of weakness based on state standards	Principal Antuan Knapp, Assistant Principal Charlandria Addison, PLC Coach Rochelle Miller	05/09/2025	Title 1	

[G 2] Mathematics KK-5: Germanshire Elementary will increase meeting or exceeding expectations proficiency rates on TCAP for grades 2-5 from 33.7% in Spring 2023 to 50% in Spring 2025.

To determine the goal for the 2024-2025 school year, the TCAP data from Spring 2023 was analyzed. Although the TCAP data from Spring 2024 has not been officially released, I reviewed that data to determine an attainable goal.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

iReady Universal Screeners

School-based Common Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[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. **Benchmark Indicator** **Benchmark Indicator** **Implementation:** iReady Diagnostics (Fall, Winter, Spring) Quarterly Formative Common Assessments (School-level) **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 25% of students with a 10% increase on	**[A 2.1.1] A 2.1.1 EnVision Math Implementation/Ready Mathematics** Teachers will implement EnVision Math and Ready Mathematics curriculum. Teachers will follow the curriculum maps to plan and deliver learning experiences that strategically build fluency and problem-solving skills to improve student achievement in mathematics. The Instructional Facilitator (Stacey Hastings) takes the admin lead position and implements monthly PD to strengthen instructional practices. Teachers will continue to use Savvas Realize virtual manipulatives as well as hands-on materials to engage students with different needs. Teachers will utilize Great Minds to supplement the EnVision Math curriculum. All teachers will engage in instructional planning for effective content delivery through collaborative planning in a content area such as math. To create and promote a positive classroom environment to build relationships, teachers will organize and implement identified practices for all students.	Principal Antuan Knapp, Assistant Principal Charlandria Addison, Audrey Morrow, and Patrice Glover	05/09/2025	Title	

track or mastery. Implementing Quarterly School-level Formative Common Assessments results will show 20% increase with mastery of 90% or better.					
	[A 2.1.2] A 2.1.2 Implementing Data Driven Instructional Practices in Math Provide equitable instruction in Math to all Germanshire Eagles in grades K-5. Coherently, the Math, ESL and Sped. teachers along with the Instructional Leadership Team (ILT), and School Administration team will support the Math teachers in the following ways by implementing: * Data driven instructional decisions * Individualized Instruction * Differentiate Instruction using the following supplemental resources (i.e. iReady, Tennessee Performance Coach Books, Tennessee Success Coach Books, & Measuring Up Books) * Monitor students' academic progress with the support of technology * Create a Weekly Reteach Action Plan for students who struggle with a particular standard(s).	Principal Antuan Knapp, Assistant Principal Charlandria Addison, Audrey Morrow, & Patrice Glover	05/09/2025	Title 1	
	[A 2.1.3] A 2.1.3 Supplemental Instructional Resources Germanshire Elementary will provide supplemental supplies, materials, and instructional equipment to support and improve math academic growth and achievement. Germanshire will also provide computer carts to each teacher to store and charge their students' one-to-one devices. This will also allow students to be prepared and ready to complete assignments that are assigned for technology integration.	Principal Antuan Knapp, Assistant Principal Charlandria Addison, Audrey Morrow, & Patrice Glover	05/09/2025	Title 1	
[S 2.2] Professional Development 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	**[A 2.2.1] A 2.2.1 EnVision Math Professional Development** District Mathematics staff will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills	Principal Antuan Knapp, Assistant Principal Charlandria Addison,	05/09/2025	Title 1	

performance. **Benchmark Indicator** **Benchmark Indicator**** **Implementation:**** Weekly Collaborative Planning Weekly PLC's Monthly Professional Development (Faculty Meetings) **EFFECTIVENESS****: Implementing collaborative planning will show an increase of student achievement by 10% for 25% of students on school-level assessments. Implementing weekly student work analysis during PLC's will show 20% increase with mastery of 90% or better Implementing monthly professional development will show 90% of teachers with a 10% increase executing core aligned instruction.	using EnVision Math. District Math personnel will provide professional development to support principals, professional learning coaches, instructional facilitators in monitoring the delivery of math instruction in the school building. Collaboration with instructional leaders to understanding the mathematical shifts found in the TN State Standards. Parents will also receive parent training during Family Math and Science Night. This will allow our teachers to show parents Math strategies to help them assist their children at home with homework.	Audrey Morrow, & Patrice Glover			
	[A 2.2.2] A 2.2.2 Provide Individualized Instructional Professional Development Provide an opportunity for teachers and school administrators to obtain local/out-of-town/virtual professional development sessions/conferences to build their professional capacity to equitably support all students' academic growth and achievement. Educators will share acquired knowledge with stakeholders in the following ways: * Admin./Teachers/Content Leads/ & ILT will host Professional Development session(s) based on teacher survey of needs aligned with the district and school goals to maximize student learning. * Provide ongoing 45 minute Collaborative	Principal Antuan Knapp, Assistant Principal Charlandria Addison, Audrey Morrow, & Patrice Glover	05/09/2025	Title 1	

	Planning focusing on standard aligned strategies to improve student achievement. Provide Vertical Team Planning to address the progression of the standards to strengthen teacher instruction to increase student outcome				
	[A 2.2.3] A 2.2.3 Utilize Professional Learning Communities Teachers will be provided frequent training sessions through Professional Learning Communities (PLC) based on best practices and data analysis to address academic achievement. * Instructional Facilitator will host Professional Development session(s) * Collaborative Planning * Vertical Team Planning * Data Meetings * Observations and feedback * Formative Walkthroughs	Principal Antuan Knapp, Assistant Principal Charlandria Addison, Audre Morrow, & Patrice Glover	05/09/2025	Title 1	
[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. ** ** ** ** **Benchmark Indicator** **Benchmark Indicator** **Implementation:** iReady Diagnostics (Fall, Winter, Spring) Quarterly Formative Common Assessments (School-level)	**[A 2.3.1] A 2.3.1 Create Personalized Intervention for Struggling Students** Provide equitable and personalized instruction in Math to all Tier 2 & 3 students in grades K-5. Coherently, the Math, ESL, Sped. teachers, and educational assistants along with the Instructional Leadership Team (ILT), paraprofessionals, and school administration team will implement the following: * Provide RTI2 intervention for Tier 2 & 3 students based on each student's skill deficit area * Implement RTI with fidelity (i.e. instruction, progress monitoring, monthly data mtgs., & fidelity checks) * Discuss research-based best practices to address areas of concerns based on data * Utilize Blended Learning for students to practice skills on computer-based programs to support student achievement	Principal Antuan Knapp, Assistant Principal Charlandria Addison, Audrey Morrow, and Patrice Glover	05/09/2025	Title 1	

EFFECTIVENESS: Implementing Quarterly iReady Diagnostic results will show 25% of students with a 10% increase on track or mastery. Implementing Quarterly School-level Formative Common Assessments results will show 20% increase with mastery of 90% or better.					
	[A 2.3.2] A 2.3.2 Provide Enrichment Support Provide equitable and individualized instruction in Math to all Tier 1 students in grades K-5. Coherently, the Math, ESL, and Sped. teachers along with the Instructional Leadership Team (ILT), paraprofessionals, and school administration team will execute the following: * Provide Tier Up instruction (Focus Tier 1) to meet the academic needs of students needing enrichment, remediation, and intervention support to close academic gaps. * Create a plan to focus on previous and current power standards during do nows and exit tickets * Provide support for analyzing students' academic data to identify strengths, misconceptions, and trends * Create an action plan to address students' areas of weakness based on state standard * Utilize Blended Learning for students to practice skills on computer-based programs to support student achievement	Principal Antuan Knapp, Assistant Principal Charlandria Addison, Audrey Morrow, Patrice Glover	05/09/2025	Title 1	

[G 3] Chronic Absenteeism: Germanshire Elementary will increase its attendance rate from 93% in the 2023-2024 school year to 97% in the 2024-2025 school year. Germanshire Elementary will decrease its chronic absenteeism from 20.7 in the 2023-2024 school year.
To determine the attendance goal for the 2024-2025 school year, the Attendance data in Power BI from the 2023-2024 school year was analyzed. I reviewed that data to determine an attainable goal.

Performance Measure
Interventions and supports will be measured using the following:

* PowerSchool Data

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 behavior needs and provide appropriate student supports. **Benchmark Indicator** **Benchmark Indicator** **Implementation:** Monitor Power BI for attendance Bi-weekly Monitor PowerSchool for attendance data daily **EFFECTIVENESS**: Implementing analysis of Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and support measures aimed at improved student attendance. PowerSchool will show that the daily attendance rate will increase by 5%. Implementing check-ins and monitoring of students who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs, Truancy Supports and progressive discipline supports). Power BI will show a 5% decrease in chronic absenteeism.	**[A 3.1.1] A 3.1.1 Implement RTI-B** The RTI-B Plan was developed by committee members including all stakeholders and agreed upon by the staff. * Model behavior expectations based on the behavior matrix * Involve students in RTI-B behavior sessions * Implement steps within RTI-B plan * Provide teacher support for implementation Germanshire will recognize homerooms with 20 day perfect attendance. Students with perfect attendance (no absences and no tardies) will participate in a quarterly E-Club party. Students will get free passes to dances and will be recognized quarterly during the awards ceremony. Certificates and perfect attendance medals will be awarded. Funds will be used for certificates, attendance pedals, and E-Party rewards.	Principal Antuan Knapp, Assistant Principal Charlandria Addison, & Professional School Counselor Johnathan Williams	05/09/2025	Title 1	

	[A 3.1.2] A 3.1.2 Student Check-in Partners	Principal	05/09/2025	Title 1	
	Germanshire Elementary will have members of the Leadership Team and Support Staff support at-risk attendance and behavior students. These individuals will check in bi-weekly with their assigned students to discuss attendance and behavior with them and offer additional incentives when their attendance and behavior are improving. The teachers will also reach out to the parents of these students if the students continue to have absences or discipline issues.	Antuan Knapp, Assistant Principal Charlandria Addison, PLC Coach Rochelle Miller, & Professional School Counselor Johnathan Williams			
[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 practices that result in improved student attendance and behavior positively impacting student achievement. **Benchmark Indicator** **Benchmark Indicator** **Implementation:** Monthly RTI2-B meetings where the team will analyze and discuss the past month's school-wide attendance data **EFFECTIVENESS**: Implementing the monthly RTI2-B and the biweekly educator meetings should lead to a 10% increase	**[A 3.2.1] A 3.2.1 Implementation of RTI-B** Teachers and staff will learn how to properly implement the RTI-B Plan for Germanshire Elementary. After the detail plan has been presented and vetted by the staff, it will be a living document at Germanshire Elementary. The professional development will include ACEs and SEL training for all teachers and staff. Parents will be presented the plan during Annual Title 1 Meeting in August, 2023. The plan will be reviewed and discussed during monthly parent meetings and during parent-teacher conferences.	Principal Antuan Knapp, Assistant Principal Charlandria Addison, Professional School Counselor Johnathan Williams, & RTI2-B Team	05/09/2025	Title 1	

in Attendance in at least three grades in K-5. Implementing the monthly RTI2-B and the biweekly educator meetings should increase the number of students invited to the monthly E celebrations by 10% +					
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior. **Benchmark Indicator** **Benchmark Indicator** **Implementation:** Monthly Parent Meetings Parent Surveys Community Stakeholder Surveys **EFFECTIVENESS**: Implementing meetings to gather evidence of parent participation in decisions relating to the	**[A 3.3.1] A 3.3.1 Monthly Parental Professional Development** Parents of students who have attendance problems will receive letters of concern and notifications (SART Meetings) of the importance of regular school attendance. We will provide additional parental support for those students in grades 3 through 5. During monthly parent meetings, parents will gain professional development on the importance of students getting enough required sleep, a balanced breakfast, and the rules and expectations of the RTI-B Plan for Germanshire Elementary School. Additional parental involvement meetings include: * Annual Title 1 Parent Meeting * Coffee and Conversations * Pastries with Parents * Family Literacy Night * Family Math and Science Night * ESL Curriculum Morning * Family Data Night	Principal Antuan Knapp, Assistant Principal Charlandria Addison, PLC Coach Rochelle Miller, & Professional School Counselors Temeika Robinson and Johnathan Williams	05/09/2025	Title 1	

education of their children and collaboration efforts on district level topics through monthly parent surveys. Implementing semi-annual parent and adopter surveys to monitor their impact on students' success by way of their contributions of resources and time.					

[G 4] Early Literacy KK-2: Germanshire Elementary will increase the percentage of student at mid or above grade level on iReady from 38.3% in Spring 2024 to 50% by Spring 2025.
To determine the goal for the 2024-2025 school year, the iReady data from Spring 2024 was analyzed. I reviewed that data to determine an attainable goal.

Performance Measure
Performance will be measured using the following tools:

iReady Universal Screeners

School-based Common Assessments

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** **Benchmark Indicator** **Implementation:** Weekly Collaborative Planning Weekly PLC's Monthly Professional Development (Faculty Meetings)	**[A 4.1.1] A 4.1.1 Provide Professional Development: Delivery of Practice** Primary teachers will attend district and school-based professional development to strengthen their capacity on delivery effective instruction. Teachers will learn the following in the professional development sessions: * How to unpack standard(s) to determine the demand of the standard(s) * Identify preconceived student misconceptions * Develop a plan to address preconceived misconceptions * How to effectively check for understanding (CFU) prior to release students to asynchronous instructions * How to utilize small group instruction to address learning gaps	Principal Antuan Knapp, Assistant Principal Charlandria Addison, PLC Coach Rochelle Miller, & Patrice Glover	05/09/2025	Title 1	

EFFECTIVENESS: Implementing collaborative planning will show an increase of student achievement by 10% for 25% of students on school-level assessments. Implementing weekly student work analysis during PLC's will show 20% increase with mastery of 90% or better Implementing monthly professional development will show 90% of teachers with a 10% increase executing core aligned instruction.					
	[A 4.1.2] A 4.2.2 Implement Data Driven Instructional Practices Primary teachers will attend school-based professional development to strengthen their capacity on analyzing data results to improve instructional practices. Teachers will learn the following in the professional development sessions: * Analyze student work during PLC's based on assessment data * Create lesson adjustments for students who struggle with a particular standard(s) * Develop a Weekly Reteach Action Plan if necessary for students who struggled with mastering the objective.	Principal Antuan Knapp, Assistant Principal Charlandria Addison, PLC Coach Rochelle Miller, & Patrice Glover	05/09/2025	Title 1	
[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 learners to improve student achievement. **Benchmark Indicator** **Benchmark Indicator**	**[A 4.2.1] A 1.3.1 Create Personalized Intervention for Struggling Students** Provide equitable and personalized instruction in English Language Arts (ELA) to all Tier 2 & 3 students in grades K-2. Coherently, the ELA, ESL, Sped. teachers, and educational assistants along with the Instructional Leadership Team (ILT), paraprofessionals, and school administration team will implement the following:	Principal Antuan Knapp, Assistant Principal Charlandria Addison, PLC Coach Rochelle Miller, & Patrice Glover	05/09/2025	Title	

Implementation: iReady Diagnostics (Fall, Winter, Spring) Quarterly Formative Common Assessments (School-level) **EFFECTIVENESS**: Implementing Quarterly iReady Diagnostic results will show 25% of students with a 10% increase on track or mastery. Implementing Quarterly School-level Formative Common Assessments results will show 20% increase with mastery of 90% or better.	* Provide RTI2 intervention for Tier 2 & 3 students based on each student's skill deficit area * Implement RTI with fidelity (i.e. instruction, progress monitoring, monthly data mtgs., & fidelity checks) * Discuss research-based best practices to address areas of concerns based on data * Utilize Blended Learning for students to practice skills on an computer-based programs to support student achievement.				
	[A 4.2.2] A 1.3.2 Provide Enrichment Support Provide equitable and individualized instruction in English Language Arts (ELA) to all Tier 1 students in grades K-2. Coherently, the ELA, ESL, and Sped. teachers along with the Instructional Leadership Team (ILT), paraprofessionals, and school administration team will execute the following: * Provide Tier Up instruction (Focus Tier 1) to meet the academic needs of students needing enrichment, remediation, and intervention support to close academic gaps. * Utilize Blended Learning for students to practice skills on computer-based programs to support student achievement * Review previous and current standards with students during do nows * Bi-weekly analyze students' academic data to identify strengthens, misconceptions, and trends * Create an action plan to address students' areas of weakness based on state standards	Principal Antuan Knapp, Assistant Principal Charlandria Addison, PLC Coach Rochelle Miller, & Patrice Glover	05/09/2025	Title 1	