

Oakshire Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Oakshire Elementary School will work toward increasing the percent of students who met or exceeded expectations in English Language Arts for grades 3-5 from 21.4% in 2023-24 to 30% for the 2024-2025 SY. All students will demonstrate (3-5 15% increase - Annual Common Formative Assessment with (on-track/mastery at 70%).

For the 2024-25 school year, Oakshire Elementary School English/Language Arts goals are as follows:

****QUARTERLY**** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development.

****MONTHLY**** – Teachers will use the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities.

Mid-Year- Conduct goal setting conferences of educational assistant's support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement.

By spring 2025, we will improve K-5 ELA with a continued instructional shifts that will align with an increase focus on content, coherence of student understanding, and rigorous instruction. We believe improvement in this area will continue based on the work done in the prior year including the implementation of the ELA curriculum material and the execution of rigorous professional development to support reading/language arts.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

IReady

Aimsweb Plus

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	[A 1.1.1] Support Rich Learning Environments To support and enhance the learning environment throughout the year by providing the following: supplies, materials, equipment, and support for classroom instruction such as computers, computer carts, deployment of computers, warranty of	Lakessa Johnson, Rosalind Blake, Terence Bobo, Latasha Harris	05/23/2025		

<p>college ready.</p> <p>School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA.</p> <p>Benchmark Indicator Oakshire Elementary School students should perform at or above the 70% on District Formative Assessments for Fall, Winter, and Spring on track/mastery. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document indicate that at least 33% of core content area teachers will provide the District and the Administration Staff with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the TEM rubric and gauge the implementation of standard aligned instruction for informal observations (3 per teacher per semester)</p> <p>** Implementation**</p> <ul style="list-style-type: none"> o Quarterly School-wide Formative Assessments o Weekly Informal Observation Tool and rubric o Quarterly Formal Observation Tool o Quarterly Data Dig Minutes o Weekly lesson plans o Quarterly student work samples o Daily exit tickets <p>** Effectiveness**</p> <ul style="list-style-type: none"> o Quarterly School-wide Formative Assessments 	<p>computers, smart boards, warranty of smart boards, clickers, document cameras, printers, printer ink, poster maker ink, chart paper, pencils, pens, staplers, glue, folders, construction paper, notebook paper, pencil sharpeners, workbooks, and etc. for student and teacher use.</p>				
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<p>will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</p> <p>o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</p> <p>o Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</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>o Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p> <p>#####</p>					
	<p>[A 1.1.2] Access to Rigorous Curriculum Provide a curricular framework for teachers with curriculum maps that outline modules for essential knowledge and skills aligned to TN State Standards. Curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.</p>	Lakessa Johnson, Rosalind Blake, Latasha Harris	05/23/2025		
	<p>[A 1.1.3] Classroom Observation and Feedback Alignment</p>	Lakessa Johnson,	05/23/2025		

	We will utilize formal (TEM rubric) and informal (Instructional Practice Quick Visit Form) observation process throughout the year to provide regular feedback to teachers to ensure instruction is aligned to the TN State Standards and ensure that we have evidence based strategies are used to address varying student needs.	Rosalind Blake, Terence Bobo, Latasha Harris			
	[A 1.1.4] Use of Common Formative Assessments Grade level/content specific common assessments. Use of District Formative Assessment as an interim measure of K-5 student progress. Quarterly Assessments	Lakessa Johnson, Rosalind Blake, Latasha Harris and Terence Bobo	05/23/2025		
	[A 1.1.5] Implementation of Effective Common Planning We will monitor effective delivery of standards aligned to instruction throughout the year. Teachers will collaborate to develop effective lesson plans.	Lakessa Johnson, Rosalind Blake, Latasha Harris, Terence Bobo, and Lori Streeter	05/23/2025		
	[A 1.1.6] Centers/Literacy Stations Students rotate to centers for instruction, practice and remediation on literacy components are implemented during station rotation throughout the year.	Lakessa Johnson, Rosalind Blake, Latasha Harris	05/23/2025		
[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 ** Implementation** o Weekly collaborative planning agenda and minutes	[A 1.2.1] Weekly PLC Meetings and Bi Weekly ILT Meetings Meetings led by the PLC Coach and Facilitator weekly to look at data digs. Our Professional learning Community Meetings are a form of action and research as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. ILT Meetings will meet every other week and we will focus on the practice of training materials in various content areas as well as diving more into teaching strategies and needs of teachers.	Lakessa Johnson, Latasha Harris and Rosalind Blake	05/23/2025		

<p>o Monthly professional development agenda and minutes</p> <p>o Weekly PLC meeting agenda and minutes</p> <p>o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes</p> <p>** Effectiveness**</p> <p>o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.</p> <p>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> <p>o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p> <p>o Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p>					
	<p>[A 1.2.2] Provide Teacher Support Instructional Facilitator and PLC Coach will provide coaching, mentoring , and lesson plan support to teachers throughout the school year.</p>	Rosalind Blake and Lakessa Johnson	05/23/2025		
	<p>[A 1.2.3] Instructional Coach The Instructional Coach will provide content specific coaching for teachers throughout the year.</p>	Dr. Tonya Hervey	05/23/2025		
	<p>[A 1.2.4] PD and Summer PD Sessions School site and district offered professional development will be put in (PLZ) Weekly.</p>	Lakessa Johnson, Rosalind Blake	05/23/2025		

	Standards Institute, Model School Conference, District Offerings will be offered in the Summer months for staff to attend.				
	[A 1.2.5] Parent Training Sessions for parents monthly to help move academic/social needs. It is a great opportunity to share academic progress and growth in the classroom. It is a great way to gain parental involvement.	C. Daniel, L. Johnson, R. Blake	04/30/2025		
	[A 1.2.6] Zone Meetings Various professional development sessions facilitated by Zone Coaches and curriculum/subject experts. This institute consist of all content subjects as well all non content areas. Various Professional development sessions will be held focusing on our foci throughout the school year.	Dr. Terence Bobo	05/30/2025		
[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. Benchmark Indicator ** Implementation** o Monthly progress monitoring data o Monthly data meeting agenda and minutes o Quarterly benchmark assessment data o Weekly fidelity checks o Weekly iReady reports ** Effectiveness** o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.	[A 1.3.1] Response to Intervention Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the need of each learner. The admin team implement a scheduled intervention time daily for all students at their various levels (Tier 2, &3). Identification of Tier II and Tier III students by utilizing the Aimsweb Plus formative assessment tool to identify the bottom 10% of students in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI 2 in K-5. Implementation and ongoing fidelity checks and monitoring is ongoing, and student progress is bench-marked every week. Interventions provided for students are adjusted according to student mastery. Students will be using IReady Coach Books as well as utilizing desktops and laptops for I Ready online usage during our designated Intervention time daily.	Lori Streeter, Rosalind Blake, and Lakessa Johnson	05/23/2025		

<p>o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>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.</p> <p>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> <p>o Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</p>					
	<p>[A 1.3.2] Target Support for Ongoing Learning (Tutoring)</p> <p>Each teacher volunteers to tutor 1 hour per week in grades K-5. Tutoring can help strengthen subject comprehension, boost confidence, and build important learning skills with individualized attention.</p>	L. Johnson	04/30/2025		

[G 2] Mathematics

Oakshire Elementary School will work toward increasing the percent of students who met or exceeded expectations in Math for grades 3-5 from 17.4 % to 25.5% for the 2024-2025 SY. All students will demonstrate (3-5 15% increase - Annual Common Formative Assessment with (on-track/mastery at 70%).

For the 2024-25 school year, Oakshire Elementary School English/Language Arts goals are as follows:

****Implementation****

Professional Development focused on Math for K-5

iReady Diagnostics Platform (FALL, WINTER, SPRING 3 times per year)

Conference's goal setting

****Effectiveness****

Oakshire Elementary School will conduct weekly student assessment data to monitor daily task alignment with standards; Analysis of Benchmark assessment results **3

times per year** will inform the alignment of core instruction to K-5 standards were 50% of our students will perform at 80% on-track/mastery level.

****QUARTERLY**** review of student success criteria to measure progress toward 3rd grade proficiency to inform needed instructional changes and professional development.

****MONTHLY**** – Teachers will use the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities.

****Mid-Year**** Conduct goal setting conferences of educational assistant’s support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement.

By spring 2025, we will improve K-5 mathematics with a continued instructional shift that will align with an increase focus on content, coherence of student understanding, and rigorous instruction that requires students to apply all shifts to real world applications. We believe improvement in this area will continue based on the work done in the prior year including the implementation of the math curriculum material and the execution of rigorous professional development to support math.

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment using Mastery Connect

IReady

Aimswab Plus

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> <p>o Quarterly School-wide Formative Assessments</p>	<p>[A 2.1.1] Support Rich Learning Environments Secure supplies, materials, equipment, and support for classroom instruction.</p>	<p>Lakessa Johnson, Rosalind Blake</p>	<p>04/30/2025</p>		

<ul style="list-style-type: none">o Weekly Informal Observation Tool and rubrico Quarterly Formal Observation Toolo Quarterly Data Dig Minuteso Weekly lesson planso Quarterly student work sampleso Daily exit tickets <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 informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.o Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.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.					
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o Daily exit tickets will reflect at least 90% of students scoring 80% or higher.					
	[A 2.1.2] Access to Rigorous Curriculum Provide a curricular framework for teachers with curriculum maps that outline modules for essential knowledge and skills aligned to TN State Standards throughout the year. Curriculum maps will be organized by quarters to assist teachers with guidance as to which modules and units should be taught during the school year.	Lakessa Johnson and Rosalind Blake	04/30/2025		
	[A 2.1.3] Classroom Observation and Feedback Alignment We will utilize formal (TEM rubric) and informal (Walkthrough Form) observation process to provide regular feedback to teachers throughout the year to ensure instruction is aligned to the TN State Standards and ensure that we have evidence based strategies are used to address varying student needs.	Lakessa Johnson, Rosalind Blake, Terence Bobo, and Latasha Harris	04/30/2025		
	[A 2.1.4] Use of Common Formative Assessments Grade level/content specific common assessments. Use of District Formative Assessment as an interim measure of K-5 student progress.	Lakessa Johnson, Rosalind Blake, Latasha Harris, and Terence Bobo	05/23/2025		
	[A 2.1.5] Implementation of Effective Common Planning We will monitor effective delivery of standards aligned to instruction weekly. Teachers will collaborate to develop effective lesson plans.	Lakessa Johnson, Rosalind Blake, Latasha Harris, Terence Bobo, and Lori Streeter	04/30/2025		
	[A 2.1.6] A 2.1.6 Resource Alignment Provide teachers with instructional reading and math resources for Tier 1 Instruction aligned to the TN Academic standards including curriculum maps, math manipulative, pacing guides and classroom protocols in order to improve the delivery of good first teaching.	Terence Bobo, Rosalind Blake, Lakessa Johnson	04/30/2025		

<p>[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 performance.</p> <p>Benchmark Indicator ** Implementation**</p> <ul style="list-style-type: none"> o Weekly collaborative planning agenda and minutes o Monthly professional development agenda and minutes o Weekly PLC meeting agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>** Effectiveness**</p> <ul style="list-style-type: none"> o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. 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%. o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. o Bi-weekly ILT meetings will result in at least 95% 	<p>[A 2.2.1] Weekly PLC Meetings and Bi Weekly ILT Meetings Meetings led by the PLC Coach and Facilitator weekly to look at data digs. Our Professional learning Community Meetings are a form of action and research as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by educators who have been trained to lead professional learning communities. ILT Meetings will meet every other week and we will focus on the practice of training materials in various content areas as well as diving more into teaching strategies and needs of teachers.</p>	<p>Lakessa Johnson and Rosalind Blake</p>	<p>05/22/2025</p>		
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of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.					
	[A 2.2.2] Provide Teacher Support Instructional Facilitator and PLC Coach will provide coaching, mentoring, and lesson plan support to teachers throughout the year.	Rosalind Blake and Lakessa Johnson	05/23/2025		
	[A 2.2.3] Math Coach The Math Coach will provide content specific coaching throughout the year.	Rosalind Blake	05/23/2025		
	[A 2.2.4] Zone Meetings Various professional development sessions facilitated by zone coaches and curriculum/subject experts. This institute consist of all content subjects as well all non content areas. Various Professional development sessions will be held focusing on the school and zone foci throughout the school year.	Terence Bobo	05/23/2025		
	[A 2.2.5] PD and Summer PD Sessions School site and district offered professional development will be put in (PLZ) Weekly. Standards Institute, Model School Conference, District Offerings will be offered in the Summer months for staff to attend.	Lakessa Johnson and Rosalind Blake	06/27/2025		
	[A 2.2.6] Parent Training Sessions for parents will be held monthly to help move academic/social needs. It is a great opportunity to share academic progress and growth in the classroom. It is a great way to gain parental involvement.	C. Daniels, L. Johnson, R. Blake	05/23/2025		
[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. ** **	[A 2.3.1] Response to Intervention Identification of Tier II and Tier III students by utilizing IREADY formative assessment tool to identify the bottom 10% of students in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI 2 in K-5. Implementation and ongoing fidelity checks and monitoring is ongoing, and student progress is bench-marked every week.	Lori Streeter, Rosalind Blake, and Lakessa Johnson	05/23/2025		

<p>** **</p> <p>Benchmark Indicator</p> <p>** Implementation**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data o Monthly data meeting agenda and minutes o Quarterly benchmark assessment data o Weekly fidelity checks o Weekly iReady reports <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 Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. 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 Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. 	<p>Interventions provided for students are adjusted according to student mastery. Students will be using IReady Coach Books as well as utilizing desktops and laptops for I Ready online usage during our designated Intervention time daily.</p>				
	<p>[A 2.3.2] Personalized Math Supports (Extended Learning)</p> <p>Provided targeted enrichment and support for students using District-provided online intervention tools, differentiated and classes with fidelity and</p>	<p>Lakessa Johnson, Lena Golden, Carol Powell, Rosalind</p>	<p>05/23/2025</p>		

	<p>differentiated instruction and enriched classes.</p> <p>The following will be implemented throughout the year. Extended Learning, Saturday Schools, Tutorial Time, ZAP, TNReady Saturday Sessions, Paid Tutoring, Tutoring students with disabilities (SWD)</p>	Blake, Brittany Webb, Alexandria Berryhill			
	<p>[A 2.3.3] Progress Monitoring</p> <p>Create and Implement a systematic approach to monitoring the implementation of the math intervention and using the data to drive instruction throughout the year.</p>	Lakessa Johnson and Lori Streeter	05/23/2025		
	<p>[A 2.3.4] Target Support for Ongoing Learning (Tutoring)</p> <p>Each teacher volunteers to tutor 1 hour per week in grades K-5. Tutoring can help strengthen subject comprehension, boost confidence, and build important learning skills with individualized attention.</p>	Lakessa Johnson	04/25/2025		

[G 3] Safe and Healthy Students

Oakshire Elementary will increase school level interventions and supports (progressive discipline %) from % (SY23-24) to % (SY24-25).

For 2024/2025 Oakshire will continue to increase school level supports by reducing chronically out of school students from** 43.3** % to **20.1**%. The number of disciplinary actions taken against students; the percentage of expulsions reported; the student attendance rate and chronic absenteeism rate evidenced will be used to measure gains.

Students will have equal access to a safe learning environment. We will cultivate a positive climate to ensure that school environments are safe and conducive for instruction.

Performance Measure

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point
- * Attendance Sheets
- * Attendance Trackers
- * SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions, initiatives and support programs that address chronic absenteeism and identified behavioral needs and provide appropriate student supports. (RTI-B) for all students.</p> <p>Benchmark Indicator In order to look at attendance rates and factors that cause students to be absent from school the benchmark indicators are:</p> <p>Student discipline reports - 20 day reporting period will assist in monitoring students behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>Attendance and suspension data - 20 day reporting period, will assist in monitoring students' attendance and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>Monitoring 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).</p> <p>* Weekly attendance * Weekly discipline data * Reports from Power BI, twice per semester</p> <p>Monitor 20 day reports for behavior outputs, effectiveness of behavioral interventions and supports aimed at reducing student discipline incidents..</p> <p>Monitor 20 day reports to identify students at risk of</p>	<p>[A 3.1.1] Positive Behavior Intervention Support (PBIS, RTIB2) Implement a RTI2 behavior prevention and intervention plans with fidelity that provides supports to students.</p> <p>Positive Behavioral Intervention strategies inclusive of rewards and consequences. Implement a RTI2 behavior prevention and intervention plans with fidelity that provides supports to students.</p>	<p>Dale Stokes, Lakessa Johnson, Rosalind Blake, Latasha Harris, Terence Bobo, and Clarence Daniels</p>	<p>05/23/2025</p>		
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<p>high chronic absenteeism</p> <p>Monitor 20 day reports to assess the impact of suspensions on daily attendance.</p> <p>Monitor students every 20 days who have been identified as needing additional support (i.e. homeless, foster care, student involved in RTIB programs).</p> <p>** Implementation**</p> <ul style="list-style-type: none"> o 20-day attendance reports o 20-day behavior reports o 20-day suspension report <p>** Effectiveness**</p> <ul style="list-style-type: none"> o 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. o 20-day behavior reports will reflect a 5% decrease in the number of student infractions. o 20-day suspension reports will reflect a 5% decrease in the student suspension rate. 					
	<p>[A 3.1.2] Intervention Teams Utilize cross-functional teams to complete SART Team Meetings and Stat Cycles that review attendance, chronic absenteeism , and behavioral data to identify at-risk students.</p>	D. Stokes, S. Williams, T. Ward, C. Daniel	05/23/2025		
	<p>[A 3.1.3] Intervention Programs for Students Implement Intervention Programs to encourage positive and safe behavior among students.</p>	Terence Bobo, Dale Stokes, Clearance Daniel	05/23/2025		
	<p>[A 3.1.4] Family Engagement Specialist Works with parents to decrease chronic absenteeism and discipline referrals.</p>	Clearance Daniel, (Family	05/23/2025		

		Engagement Specialist)			
<p>[S 3.2] Professional Development ****Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on classroom/behavior management and social emotional learning. Also changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator ** Implementation**</p> <p>o Semesterly RTI2-B data training agenda and minutes</p> <p>** Effectiveness**</p> <p>o Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.</p> <p>o Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</p>	<p>[A 3.2.1] Quarterly Reports will be shared district-wide. Provide Principals, Teachers and Staff, School Counselors, and PBIS Team on professional development to address student discipline, attendance, and chronic absenteeism.</p>	<p>Dale Stokes, Clarence Daniel, S. Williams, T Ward</p>	<p>05/23/2025</p>		
	<p>[A 3.2.2] Parent Meetings/ Training Sessions for parents to help decrease discipline/social needs. It is a great opportunity to share discipline/emotional progress and growth in the classroom. It is a great way to gain parental involvement.</p>	<p>Clarence Daniel and Dale Stokes</p>	<p>04/25/2025</p>		
	<p>[A 3.2.3] Student Attendance Works This training will discuss the importance of reducing chronic absenteeism, uncover specified reasons for absences, spell out the effects of missing school and develop solutions. This training will be implemented for parents and families as they are the first line of prevention and early outreach.</p>	<p>Dale Stokes, Clarence Daniels, T. Ward, S. Williams, Terence Bobo, Lakessa Johnson, Rosalind Blake</p>	<p>05/23/2025</p>		

	[A 3.2.4] Zone Meetings Professional development sessions focusing on the foci. Professional development to inspire staff to learn from experts; model schools and innovative districts to grow our school staff.	Terence Bobo (Principal)	05/23/2025		
[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 by positively impacting the overall academic success of students. Benchmark Indicator ** Implementation** o Quarterly parent surveys o Quarterly parent meeting agenda and minutes o Semesterly parent-teacher conference sign-in sheets/minutes ** Effectiveness** o Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. o Quarterly parent meetings will result in an increase in participation by at least 10%. o Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.	[A 3.3.1] Employ a Family Engagement Specialist Continue to have a part-time family engagement specialist that works specifically with families on attendance issue.	Clarence Daniel	05/23/2025		
	[A 3.3.2] Safe Tips Area/Line Maintain a Safe Tips Area/Line that provides students, parents, community members the opportunity to report incidents of bullying or other	Dale Stokes, Clarence Daniels, S. Williams, T.Ward	05/23/2025		

	potentially dangerous behaviors occurring in schools.				
	[A 3.3.3] Parent Ambassadors Program Strengthen the Parent Ambassadors program to inform and involve families on important topics (school readiness, curriculum, safe schools, attendance, etc.)	Beverly Davis, Clarence Daniel and Lakessa Johnson	05/23/2025		
	[A 3.3.4] Annual Title One Meeting Parents come to learn about the state of the school and resources available to assist all students with academic and mental/physical growth.	Lakessa Johnson (PLC Coach)	09/20/2024		
	[A 3.3.5] Muffins with Moms This event brings in students' mothers or mother like figures to increase bonding opportunities with their children and build positive spirits. Mothers learn how the social and mental state of students is very important for students to learn and thrive in an education environment.	Lakessa Johnson (PLC Coach) Rosalind Blake (Dean of Students)	05/23/2025		
	[A 3.3.6] Donuts with Dad W.A.T.C.H. Dogs This event brings in students' fathers or father like figures to increase bonding opportunities with their children and build positive spirits. Fathers learn how the social and mental state of students is very important for students to learn and thrive in an education environment. Fathers will also have the opportunity to assist with morning duty and afternoon duty to help with school safety.	Latasha Harris, Clarence Daniel, Terence Bobo, Lakessa Johnson (PLC Coach) Rosalind Blake (Dean of Students))	05/23/2025		
	[A 3.3.7] Parent University Resource Center The center is a safe haven for parents to use technology for job applications, school work, GED, personal business (Online banking, online bill pay, etc) email access, and printing. The space also has office supplies and other materials to ensure daily success for parents.	Clarence Daniels (Family Engagement Specialist)	05/23/2025		
	[A 3.3.8] Read for the Record Community leaders, parents and community volunteers come to read to all students, to	Sharon Green (Librarian) Lakessa	05/23/2025		

	encourage literacy and the importance of reading and comprehension.	Johnson (PLC Coach)			
	[A 3.3.9] Community Read Day Community leaders, parents and community volunteers come to read to all students, to encourage literacy and the importance of reading and comprehension	Sharon Green (Librarian) Dale Stokes (Counselor) Lakessa Johnson(PLC Coach)	05/23/2025		

[G 4] Early Literacy

Oakshire Elementary School early learners will be engaged for the 2024-25 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills and literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming proficient readers by the end of grade 3. Special emphasis will be placed on K-2 foundational skills. By spring 2025, we will improve K-2 literacy, with a particular emphasis on early grades literacy. While we will support literacy improvements across all grade bands, we will focus the majority of our change initiatives on K-2 literacy this year. We believe ensuring a strong foundation in literacy will set our students up for future success. The district has implemented a third grade initiative that requires students in second grade to have reading foundational skills needed to transition to third grade. Our goal is to support this initiative through improved efforts within our reading program.

By spring 2025, we will improve K-2 Early Literacy with a continued instructional shifts that will align with an increase focus on content, coherence of student understanding, and rigorous instruction. We believe improvement in this area will continue based on the work done in the prior year including the implementation of the ELA curriculum material and the execution of rigorous professional development to support reading/language arts.

Maintain** 70**% score for Mastery Connect/TN Ready & Fall/Spring Common Formative Assessment and Performance Matters (on-track/mastery at 70%).

This will take place during the Fall, Winter, and Spring District Common/Formative, Benchmark Assessment Window.

Performance Measure

KK-2 students will achieve Success criteria relative to the grade by the following:

- (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.
- (b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.
- (c) 2nd grade students must earn 8 of 12 Success Criteria* in report card grading, district formative assessment (Mastery Connect), and universal screener (iReady) with a Lexile level of 350 in the fall to 485 by spring.

Early learners will be engaged for the 2024-25 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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. Provide support to K-2 all teachers through job-embedded professional development activities.</p> <p>Benchmark Indicator ** Implementation**</p> <ul style="list-style-type: none"> o Weekly collaborative planning agenda and minutes o Monthly professional development agenda and minutes o Weekly PLC meeting agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>** Effectiveness**</p> <ul style="list-style-type: none"> o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. 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>[A 4.1.1] Instructional Support Provide K-2 teachers with tiered instructional support, professional development, coaching, and data digs.</p>	L. Johnson, R. Blake	05/23/2025		

<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 Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 					
	[A 4.1.2] Differentiated Learning Opportunities Provide differentiated professional development support opportunities for foundational teachers that focus on building students skills and addressing tiered grade level foundational standards.	L. Johnson, L. Streeter, R. Blake. S. Griffin	05/30/2025		
	[A 4.1.3] Use of Instructional Coaches Use of Instructional Coach will provide direct support to teachers to improve foundational instructional practices in classrooms.	L. Johnson, T. Hervey	05/23/2025		
[S 4.2] Early Literacy Opportunities Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade. Benchmark Indicator ** Implementation** <ul style="list-style-type: none"> o Quarterly School-wide Formative Assessments o Weekly Informal Observation Tool and rubric o Quarterly Formal Observation Tool o Quarterly Data Dig Minutes o Weekly lesson plans o Quarterly student work samples o Daily exit tickets ** Effectiveness**	[A 4.2.1] Assessment Tools Utilize District and School Formative Assessment Tools to guide instruction and develop individualized learning opportunities K-2 students to ensure readiness skills.	Lori Streeter Rosalind Blake, Lakessa Johnson, Patrice Benson, Robbie Robison, Mayretha Whiteside, Tabitha McGee, Lakisha Bass , Stephanie Griffin, Lena Golden	05/23/2025		

<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 informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>o Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</p> <p>o Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</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>o Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p>					
	<p>[A 4.2.2] Early Literacy Intervention Utilize one -on-one tutoring and online assessment tools as a tiered intervention method for K-2 students.</p>	<p>Lori Streeter Rosalind Blake, Lakessa Johnson, Patrice Benson, Robbie Robison, Mayretha Whiteside, Tabitha</p>	05/23/2025		

		McGee, Stephanie Griffin, Lakisha Bass, Lena Golden			
	[A 4.2.3] Phonics Resources Identify and select a universal phonics program for students in Grade K-2 students.	Lori Streeter Rosalind Blake, Lakessa Johnson, Patrice Benson, Robbie Robison, Mayretha Whiteside, Tabitha McGee, Lakisha Bass , Stephanie Griffin, Lena Golden	05/23/2025		