

Springdale Elementary Annual Plan (2024 - 2025)

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**[G 1] Reading/Language Arts**

Springdale Elementary will increase Met/Exceed proficiency rates in grades 3-5 from 23.5% in 2023 to 32.4% in 2025, with a corresponding double AMO goal of 33.99%.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

District and on-line platform Formative Assessments

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> Springdale Elementary School is dedicated to delivering high-quality reading instruction for students from kindergarten to 5th grade. The school will offer daily access to a challenging reading and language arts curriculum, which will aid students in gaining a thorough understanding of the content, enhancing comprehension, and mastering Tennessee state standards. To track student progress, the school will utilize standardized iReady tests, bi-weekly classroom assessments, monthly observations, and quarterly Formative Common Assessments. Through these evaluations, the school aims to enhance student performance in meeting TN reading and language arts standards and to increase student engagement.</p> <p><b>Benchmark Indicator</b> Springdale will provide rigorous content and quality core instruction in Reading Classes grades K-5.</p>	<p><b>[A 1.1.1] Train and Track</b> Springdale will Implement comprehensive assessment strategies, including iReady testing, bi-weekly assessments, monthly observations, and quarterly formative common assessments. This involves educator training, data analysis, intervention planning, and curriculum adjustments based on assessment data.</p>	Chundra Dotson, PLC Coach; Carmen Gregory, Principal; Regina Scott, Dean of Students; Dana Donelson, ILT ELA Content Lead, Erica Hammond, Instructional Coach and Classroom ELA Teachers	05/16/2025		

<p><b>**Implementation:**</b></p> <ol style="list-style-type: none"> <li>1. Standardized (iReady) test scores to track progress toward meeting TN Standards (Fall, Winter, Spring).</li> <li>2. Bi-weekly classroom assessments/informal observations to monitor comprehension and content understanding.</li> <li>3. Monthly observations and surveys to gauge participation and engagement.</li> <li>4. Quarterly Formative Common Assessments.</li> </ol> <p><b>**Effectiveness: **</b></p> <ol style="list-style-type: none"> <li>1. Tracking quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery.</li> <li>2. Implementing bi-weekly classroom assessments will show 20% of students with a 5% increase on track or mastery by the end of the semester.</li> <li>3. Implementing monthly observations and surveys to gauge participation and engagement will show 20% of the students with a 5% increase in participation and engagement by the end of the quarter.</li> <li>4. Implementing Quarterly Formative Common Assessments will show 10% of students in grades 3-5 perform at or above 70% by the end of the semester.</li> </ol>					
<p><b>[S 1.2] Professional Development</b> Springdale is committed to offering professional development opportunities for teachers, administrators, and instructional leaders. These</p>	<p><b>[A 1.2.1] ELA Professional Development Plan</b> Springdale will provide Reading and Special Education teachers with high-quality professional development from a diverse range of sources,</p>	<p>Chundra Dotson, PLC Coach; Carmen</p>	<p>05/02/2025</p>		

<p>sessions will focus on articulating instructional practice shifts that enhance teachers' pedagogy of the content. Additionally, Springdale will carry out daily classroom observations, track district walkthrough data, facilitate ILT meetings and conduct PD sessions aimed at increasing student engagement and achievement by specified percentages.</p> <p><b>Benchmark Indicator</b>  <b>**Implementation:**</b></p> <ol style="list-style-type: none"> <li>1. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document</li> <li>2. District Walkthrough data monitoring through the district's PD management system (Professional Learning Zone/PLZ) and Microsoft Forms for 80% standard-aligned core instructional implementation with fidelity at 2 per teacher per semester</li> <li>3. Instructional Leadership Team (ILT) meetings conducted twice each month at 85% attendance</li> <li>4. Zone meetings and small-group ILT sessions facilitated monthly by Instructional Leadership Directors at 85% attendance</li> <li>5. Quarterly district-level PD sessions for volunteers and parents to learn practical strategies to help students reach the district's ELA goal</li> <li>6. New teacher professional learning support offered at various times throughout each semester</li> <li>7. Mentor rosters submitted at the beginning of each semester to ensure collegial support is assigned to each new hire</li> <li>8. District Formative Assessment data - QUARTERLY student performance levels at 70%</li> </ol>	<p>including Instructional Support Advisor, PLC Coach, Principal, Instructional Coach, ILT (Instructional Leadership Team), and the Digital Ambassador. These professionals will collaborate with teachers to plan rigorous content that aligns with standards, create text-dependent questioning techniques, and design high-quality tasks and assessments based on data analysis. In addition to this, ELA teachers will have the opportunity to participate in various professional development conferences both locally and out of town to gain additional insights and techniques.</p> <p>Teachers will meet each quarter to facilitate ongoing professional development, with the first and third quarters focusing on grade-level bands and the second quarter on subject vertical groups. During these meetings, teachers will receive training on analyzing data, staying updated on current educational trends, and understanding district initiatives. Furthermore, teachers will use these sessions to plan for the upcoming quarter to enhance student achievement.</p>	<p>Gregory, Principal; Dana Donelson, ILT Content ELA Lead, Chrystal Chambers, SPED, Placeholder, 2nd grade Teacher, Chelsea Simmons, Kindergarten Teacher, Maryanne Werkhoven-Rome, Kindergarten Teacher, Placeholder 5th</p>			
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<p>on track/mastery</p> <p>9. PD Sign-in sheets during each meeting</p> <p>10. Informal observations (IPGs) at least once a month for each teacher.</p> <p>11. Unit and Weekly Preparation Guide to be completed weekly/ every 4-6 weeks</p> <p><b>**Effectiveness:**</b></p> <p>1. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document:</p> <p>This implementation is crucial for providing real-time feedback to teachers, allowing them to align their instruction with best practices. By ensuring consistent and high-quality instructional practices, student engagement and achievement are likely to increase by approximately 10%.</p> <p>2. District Walkthrough data monitoring through the district's PD management system:</p> <p>Regular monitoring of classroom data will help in identifying areas of improvement and progress. The goal of 80% standard-aligned core instructional implementation with fidelity at 2 per teacher per semester is expected to enhance student achievement by 15%.</p>					
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3. Instructional Leadership Team (ILT) meetings conducted twice each month with 85% attendance:

The ILT meetings serve as a platform for collaboration, sharing best practices, and professional development. With 85% attendance, student outcomes are projected to increase by 12%.

4. Zone meetings and small-group ILT sessions facilitated monthly by Instructional Leadership Directors:

These meetings provide targeted support and guidance to educators. With 85% attendance, student performance is anticipated to rise by 10%.

5. Quarterly district-level PD sessions for volunteers and parents:

By equipping volunteers and parents with effective strategies to support students, student achievement is projected to increase by 5%.

6. New teacher professional learning supports offered at various times throughout each semester:

Providing additional support to new teachers will help in their effective integration into the school community, leading to a potential increase of 10% in student achievement.

7. Mentor rosters submitted at the beginning of each semester:

Assigning mentors to new hires ensures a smooth transition and support for new teachers, which is expected to increase student achievement by 5%.

8. District Formative Assessment data – Quarterly student performance levels at 70% on track/mastery:

Maintaining student performance levels at 70% on track/mastery indicates effective instructional practices, leading to an anticipated 10% increase in student success.

9. PD Sign-in sheets during each meeting:

Ensuring that all staff members participate in professional development opportunities indicates their commitment to continuous improvement, potentially increasing student data by 5%.

10. Informal observations (IPGs) at least once a month for each teacher:

Regular informal observations provide valuable feedback and support to teachers, potentially leading to a 10% increase in student achievement.

11. Unit and Weekly Preparation Guide to be completed weekly/every 4-6 weeks:					
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b> 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><b>Benchmark Indicator</b> **Implementation:**</p> <p>Weekly:</p> <ul style="list-style-type: none"> <li>- Aimsweb progress monitoring</li> <li>- RTI2 instructional tool data review for student performance outcome with the goal of achieving a 70% on-track/mastery rate</li> </ul> <p>Bi-weekly:</p> <ul style="list-style-type: none"> <li>- i-Ready Reports review</li> <li>- District Formative Assessment data review to evaluate the effectiveness of targeted interventions and personalized learning in alignment with standards and performance measures</li> </ul> <p>Seasonal (Fall, Winter, Spring):</p> <ul style="list-style-type: none"> <li>* - Universal Screening and Benchmark Reports review to track progress over the school year</li> </ul>	<p><b>[A 1.3.1] Intervention</b> Springdale will provide targeted Tier 2 and Tier 3 interventions on a daily basis, utilizing both small-group face-to-face instruction and computer-based learning through the i-Ready program. Each grade-level teacher will be responsible for providing interventions during designated times for their respective grade levels. To identify students who qualify as Tier 2 or Tier 3 learners, teachers will utilize comprehensive data from i-Ready reports and Aims Web reports. Based on this data, teachers will conduct 45-minute Tier 3 small group instruction sessions and 30-minute Tier 2 small group instruction sessions using appropriately leveled instructional materials and targeted skills. Moreover, teachers will implement the district-mandated i-Ready intervention program as part of the student's daily learning routine.</p>	<p>Chundra Dotson, PLC Coach; Carmen Gregory, Principal; Regina Scott, Dean of Students; Erica Hammons, Instructional Coach; Dana Donelson, ILT Content ELA; Chrystal Chambers, SPED and Classroom ELA Teachers</p>	05/02/2025		

**\*\*Springdale Will also observe the district benchmarks: \*\***

Students should perform at or above 70% on District Formative Assessments (Fall, Winter, and Spring), aligning with the specific quarter's core instructional standards.

Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine the next steps of intervention support in an effort to get them to grade level.

Weekly review of grade reports for students enrolled in summer learning opportunities to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.

**\*\*Effectiveness: \*\***

Weekly:

Aimsweb progress monitoring: This will provide frequent updates on student progress, allowing for timely interventions and adjustments to instruction. With this implementation, we project a 10% increase in student proficiency over the school year.

RTI2 instructional tool data review for student performance outcome: Analyzing this data will help identify areas where students may need additional support and will guide the implementation of targeted interventions for improved outcomes. We



<p>anticipate a 15% increase in student mastery rate as a result of this targeted support.</p> <p>Bi-weekly:</p> <p>i-Ready Reports review: Regular reviews will allow for the identification of trends in student performance and the effectiveness of the current instructional strategies, prompting adjustments as needed. As a result of these timely adjustments, we project a 12% increase in student growth.</p> <p>- District Formative Assessment data review: This will provide insight into the impact of interventions and personalized learning approaches, enabling adjustments to ensure alignment with standards and improved performance measures. Based on this data review, we expect to see a 14% increase in student performance aligned with standards and personalized learning approaches.</p> <p>Seasonal (Fall, Winter, Spring):</p> <p>- Universal Screening and Benchmark Reports review: Tracking progress over the school year will provide valuable information on overall student growth and the effectiveness of interventions and instructional strategies. This will inform planning for the following year and support the continued improvement of student outcomes. We anticipate a 20% increase in overall student proficiency based on the seasonal reports review.</p>					
<p><b>[G 2] Mathematics</b>  Springdale Elementary will improve Met/Exceed proficiency rates from 40.7 % Sy 2022-23 to 44.8% by 2025, with double AMO being 50.8%</p> <p><b>Performance Measure</b></p>					

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> 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><b>Benchmark Indicator</b> **School-Level: **Springdale will provide rigorous content and quality core instruction in Math Classes grades K-5.</p> <p><b>**Implementation**:</b></p> <ol style="list-style-type: none"> <li>1. Formal observations (IPGs) conducted by the instructional Leadership Team (ILT) 2-4 times per year depending on the level of the teacher</li> <li>2. Informal observations (IPGs) conducted by the instructional Leadership Team (ILT) 1-4 times per month depending on the level of the teacher</li> <li>3. Mathematics TCAP standard practice everyday</li> <li>4. i-Ready Diagnostic Assessments (Fall, Winter, and Spring)</li> <li>5. District Formative Assessments (Fall, Winter, and Spring)</li> <li>6. Weekly classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document</li> <li>7. District Walkthrough data will be monitored weekly</li> </ol>	<p><b>[A 2.1.1] Conduct Observations for Standard Check</b> Administrative Team and Instructional Staff will conduct weekly observations. These observations will focus on standard aligned core instruction. Leadership will assist teachers in developing and delivering captivating learning experiences that aim to strategically enhance students' fluency and problem-solving skills in mathematics.</p> <p>Moreover, the Instructional Leadership Team (ILT) will provide ongoing support to math teachers, ensuring they have the necessary resources and guidance to implement the strategies learned.</p> <p>Furthermore, a collaborative effort will be made with instructional leaders to gain a deep understanding of the shifts in mathematical practices as outlined in the TN State standards. This collaborative approach aims to ensure alignment with the standards and effective implementation of best practices in mathematics instruction.</p>	<p>Chundra Dotson, PLC Coach; Carmen Gregory, Principal; Regina Scott, Dean of Students; Angela Green, ILT Content Math Lead; Chrystal Chambers, SPED, District ISA, and Math Classroom Teachers</p>	<p>05/16/2025</p>		

<p><b>**Effectiveness:**</b></p> <ol style="list-style-type: none"> <li>1. By conducting formal observations, by the end of the school year, 50% of math teachers will increase their formal observation scores by one level and 20 % of the 3-5 grade students will met/exceed expectations.</li> <li>2. By conducting formal observations, by the end of the school year, 50% of math teachers will increase their informal observation scores by one level and 20 % of the 3-5 grade students will met/exceed expectations.</li> <li>3. By implementing TCAP practices daily it will result in 20% of students with a 5% increase in their scores.</li> <li>4. By implementing i-Ready Diagnostic Assessments (Fall, Winter, and Spring) 20% of students in grades 3-5 will increase in their scores by one level with a 5% increase in their scores.</li> <li>5. By implementing District Formative Assessments (Fall, Winter, and Spring)</li> <li>6. and 7. By utilizing the District Classroom Walkthrough Protocol and Debriefing Document for weekly classroom observations, we aim to increase staff awareness of teaching standards by 25% by the end of the academic school year.</li> </ol>					
<p><b>[S 2.2] Professional Development</b> 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><b>Benchmark Indicator</b> <b>**Implementation**</b></p>	<p><b>[A 2.2.1] Provide Professional Development Opportunities</b> Springdale will conduct quarterly (and as needed) professional development opportunities for teachers and new hires. These meetings will provide tools and strategies needed to master the math standards. In addition, we will assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem-solving skills. School level- Springdale</p>	<p>Chundra Dotson, PLC Coach; Carmen Gregory, Principal, Regina Scott, Dean of Students; Angela Green,</p>	<p>05/16/2025</p>		

<ul style="list-style-type: none"> <li>* Conduct professional developments once/twice a quarter (as needed)</li> <li>* Implement Data Chart Review quarterly</li> <li>* Implement an on-going (as needed) cadence of new teacher professional learning opportunities.</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* To improve the skills of our staff and create an environment conducive to learning, we plan to conduct professional development sessions once or twice a quarter. We anticipate that this initiative will lead to a 15% increase in student achievement.</li> <li>* Through the implementation of data chart reviews, we anticipate that by the end of the academic year, we will observe at least a 10% increase in the achievement rates of targeted student groups, demonstrating the positive impact of this intervention on student growth.</li> <li>* By conducting on-going new teacher orientation for our new hires, we aim to retain 100% of our teachers, prepare them for the work ahead, resulting in student in grades k-6 improving their math skills by 40%.</li> </ul>	<p>Mathematics teachers and Special Education teachers will participate in subject-specific planning to work collaboratively to plan tasks and develop a deeper understanding of the Eureka Math curriculum as it relates to performance-based objectives.</p> <p>There will also be discussion around possible gaps resulting from new content and ensuring instruction is aligned with state standards. Math and Science teachers will also have an opportunity to participate in Professional Development Conferences locally and out of town.</p> <p>Lastly, teachers will meet each quarter for planning /professional development days. The first and third quarters are in grade-level bands, and the second quarter is subject vertical groups. Teachers will analyze data and plan for the upcoming quarter to improve student achievement. Math teachers will plan and use the Eureka Math curriculum to provide rich content lessons that are aligned with the standards. Teachers will also integrate technology to engage students with researched-based online interactive lessons.</p>	<p>ILT Content Lead; Crystal Chambers, SPED, District Math ISA and Math Teachers</p>			
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b> 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><b>** **</b></p> <p><b>** **</b></p> <p><b>Benchmark Indicator</b> <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Conduct weekly progress monitoring (RTI)</li> <li>* Conduct weekly review of grade reports</li> </ul>	<p><b>[A 2.3.1] Conduct Small Intervention Groups</b> Springdale will provide Tier 2 and Tier 3 interventions daily through either small group face-to-face instruction or computer-based learning using i-Ready.</p> <p>Each grade level teacher will offer interventions at designated times for their respective grade levels. Teachers will use i-Ready reports to identify students who meet the Tier 2 or Tier 3 intervention criteria. They will provide 45 minutes of Tier 3 small group instruction and 30 minutes of Tier 2 small group instruction, offering appropriate skill-level guidance daily. Additionally, teachers will make use of the district-mandated computer-based intervention program i-Ready.</p>	<p>Chundra Dotson, PLC Coach; Carmen Gregory, Principal, Regina Scott, Dran of Students; Crystal Chambers, SPED; Math Intervention Teachers, and RTI2 Advisor</p>	<p>05/16/2025</p>		

<p><b>**Effectiveness**</b></p> <p>* Conducting weekly progress monitoring will result in students' academic growth in grade 3-5, resulting in a predicted growth of 10-15% in students' academic performance over the course of the school year.</p> <p>* Conducting weekly review of grade reports will results in 5-10% students' academic achievement within the targeted grade levels by the end of the semester.</p>	<p>Monthly Data Team meetings will be conducted to review student progress. Topics will include changes in tier placement, skill level adjustments, recommendations for Special Education (SPED) testing, and discontinuation of RTI2 plans.</p> <p>Furthermore, Springdale will offer afterschool tutoring to close the learning gap for students who are below or approaching grade-level proficiency in core subjects and for those who may be older for their grades. The afterschool tutoring sessions will target students in grades K-5 and will take place for one hour, four days a week (Monday through Thursday).</p> <p>Teachers will use research-based online programs such as Ready Reading to engage students in small-group instruction in grades K-5. Additionally, a supplemental program such as IXL will be utilized to provide further support for all students.</p>				
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### [G 3] Safe and Healthy Students

Springdale ES will decrease the overall chronic absenteeism rate from 47.9% in 2023-24 to 40% in 2024-25, representing a 16.2% reduction.

#### Performance Measure

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Student Data 360
- \* School Snapshot

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance, Interventions, and Supports</b> Implementing personalized attendance improvement plans for students who are chronically absent.</p> <p><b>Benchmark Indicator</b> Implementation</p>	<p><b>[A 3.1.1] Check-ins</b> Springdale will design a system for teachers to document student check-ins and any interventions provided and regularly review the impact of these check-ins on student attendance.</p> <p>Develop a system for monitoring students who</p>	<p>Chundra Dotson, PLC Coach, Carmen Gregory, Principal, Regina Scott,</p>	05/02/2025		

<p>* Teachers conduct weekly check-ins with students who have a history of chronic absenteeism to discuss their challenges and provide support.</p> <p>* Weekly 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).</p> <p>Effectiveness</p> <p>* Weekly check-ins will result in a 10% increase in attendance rates within the first semester.</p> <p>* Implementing weekly monitoring of students who have been identified as needing additional support, such as those experiencing homelessness, students in foster care, and those involved in RTIB programs, truancy supports, and progressive discipline supports will lead to students' attendance rates increasing 10-15%.</p>	<p>have been identified as needing additional support, such as homeless students, those in foster care, students involved in Response to Instruction and Intervention (RTIB) programs, and those requiring truancy support and progressive discipline support. This involves maintaining regular communication and follow-up with these students, assessing their needs, and ensuring that appropriate support mechanisms are in place to address their specific challenges.</p>	<p>Dean of Students; Dr. Kim Sexton, School Guidance Counselor, Crystal Chambers, SPED, Christina Littlefield, Attendance Specialist</p>			
<p><b>[S 3.2] Professional Development</b></p> <p>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.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Implementation**</b></p> <p>* Student discipline and attendance reports 20-day reporting cycle will be used to measure the impact of changed practices as a result of professional development.</p> <p>* Fidelity checks of student data entry will be</p>	<p><b>[A 3.2.1] Professional Development</b></p> <p>Springdale will conduct training and professional development sessions to equip educators and staff members with effective strategies and interventions to address student attendance issues. This will enable us to make impactful changes in our practices that can improve student attendance rates.</p>	<p>Chundra Dotson, PLC CoachCarmen Gregory, Principal; Regina Scott, Dean of Students; Dr. Kim Sexton, School Guidance Counselor; Crystal Chambers, SPED and</p>	<p>05/02/2025</p>		

<p>conducted during the 20-day reporting cycle to monitor data entry errors and erroneous reporting incidents.</p> <p><b>**Effectiveness**</b></p> <p>* Utilizing a 20-day reporting cycle to measure the impact of changed practices will lead to a 5-10% increase in student attendance rates. Professional development will help educators and staff members develop effective strategies and interventions to address student attendance issues, leading to measurable improvements in attendance over time.</p> <p>* Fidelity checks of student data entry conducted during the 20-day reporting cycle will result in errors being identified and corrected promptly; student attendance percentages will increase by 3-5% due to more accurate data entry and reporting.</p>		Classroom Teachers;			
<p><b>[S 3.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> <b>**Implementation**</b></p> <p>* Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>* Conduct monthly parent meetings with the distribution of fliers, sign-in sheets, and parent surveys.</p> <p><b>**Effectiveness**</b></p>	<p><b>[A 3.3.1] Parent Engagement</b> Springdale will conduct monthly parent meetings during the third week of each month. These meetings will include "Donuts with Dads," "Muffins with Moms," "Coffee with Counselors," and "Principal Talks." We will provide parents with essential school data, tips for monitoring their child's attendance, and ideas and resources to support their child's learning.</p> <p>* Springdale will provide parents with information pertaining to the school-wide discipline plan (RTIB)</p> <p>* Provide monthly newsletters to parents highlighting ways to promote safe and healthy interactions with peers and family members</p> <p>* Provide training to parents and community volunteers on social skills and character education</p> <p>* Provide professional development on Social</p>	<p>Chundra Dotson, PLC Coach; Carmen Gegory, Principal; Ms. Littlefield, Attendance Speaclist; Guidance CounselorDr. Kim Sexton</p>	05/02/2025		

<ul style="list-style-type: none"> <li>* The review of 20-day student attendance reports at the end of each semester will show a minimum of 90% daily attendance, indicating the effectiveness of engagement events in improving student attendance.</li> <li>* Attendance at monthly parent meetings will increase by at least 10%, demonstrating improved parental involvement and communication with the school.</li> </ul>	<ul style="list-style-type: none"> <li>Emotional Learning curriculum to teachers in order for teachers to implement the SEL program in their classrooms.</li> <li>* Provide engaging and educational family and community engagement activities such as : Math and Science Night, Literacy Night, STEM Night, and Community Breakfast</li> <li>* Kindergarten and Fifth Grade Graduation</li> <li>* Informational handouts</li> <li>* Parent workshops (Curriculum review)</li> </ul>				
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#### [G 4] Early Literacy

By June 2025, 40% of third grade students will score proficient or advanced on the TN Ready assessment. By June 2025, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring.

This should be a goal for Springdale!

#### Performance Measure

**\*\*Implementation\*\***

- \* Bi-Weekly Data-Driven Instruction (DDI) Platform
- \* Weekly Personalized Learning Software

**\*\*Effectiveness\*\***

\* By utilizing the DDI platform on a bi-weekly basis it will allow for a detailed analysis of student performance. By the end of the school year, the goal is to have 80% of teachers using the DDI platform at least twice a month resulting in 10% of student achievement scores.

\* Conducting weekly personalized learning for early literacy will result in 17% increase in students reading at or above grade level within one academic year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<b>[S 4.1] Professional Learning</b> <b>****</b> 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.  <b>Benchmark Indicator</b>	<b>[A 4.1.1] Professional Development</b> Springdale will provide support to K-2 teachers through job-embedded professional development in the following areas:  <ul style="list-style-type: none"> <li>* Provide Foundational Literacy Laureate with content and pedagogical knowledge of foundational skills instruction and strategies.</li> </ul>	Chundra Dotson, PLC Coach; Carmen Gregory, Principal; Regina Scott, Dean of	05/02/2025		



<p><b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Quarterly formative assessments and quarterly district CFAs</li> <li>* Quarterly Foundational Literacy Quality Reviews</li> <li>* Quarterly observations of educational assistant support in K-2 classrooms</li> <li>* Monthly Instructional Leadership Team Informal Observations</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Implementing quarterly formative assessments and quarterly district CFAs will result in a 5-10% improvement in student literacy skills over the course of a year.</li> <li>* Implementing quarterly Foundational Literacy Quality Reviews will result in a 10% improvement in student literacy skills over the course of a year.</li> <li>* Implementing quarterly observations of educational assistant support in K-2 classrooms will result in a 5% improvement in student literacy skills over the course of a year.</li> <li>* Implementing monthly instructional leadership team informal observations results in a 10% improvement in student literacy skills over the course of a year while also enhancing teacher effectiveness in supporting early literacy goals.</li> </ul>	<ul style="list-style-type: none"> <li>* Engage all K-2 teachers in year-long professional development sessions focused on foundational skills offered by the district.</li> <li>* Establish a set of non-negotiables to ensure high-quality foundational skills instruction.</li> <li>* Implement peer observations to facilitate collaborative learning and sharing of best practices.</li> <li>* Introduce peer coaching and modeling to support teachers in implementing effective instructional strategies.</li> <li>* Assign teacher mentors to provide guidance and support to K-2 teachers as they incorporate foundational literacy skills into their instruction.</li> <li>* Organize regular teacher collaboration meetings to discuss and refine instructional approaches and share successful strategies for foundational literacy instruction.</li> </ul>	<p>Students; Erica Hammonds, Instructional Coach; K-2 classroom teachers</p>			
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