

Grahamwood Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts 3-5 will increase, grades 3-5, from 50.2 % (Spring 2023) to 56% (Spring 2025).

The Reading/ Language Arts goal will increase from 50.2 % to 56%.

Our Black/Hispanic Subgroup will increase in meeting and exceeding expectations in ELA from 21% (Spring 2023) to 25 % (Spring 2025).

Our Economically Disadvantaged students will increase meeting and exceeding expectations in ELA from 8% (Spring 2023) to 11% (Spring 2025).

Performance Measure

Performance will be measured using the following tools:

****Benchmark Indicator:****

****Implementation:****

I ready assessment will take place 3 times a year

School Formative Assessment will take place 3 times a year

Informal Walkthroughs using the District Informal Observation Tool will take place once a week with 80 percent of the teachers.

Unannounced and Announced Formal Observations using TEM will happen twice year.

TNReady Assessment will happen once a year.

****Effectiveness:****

We expect to see a 10 % increase on I-ready ELA assessment from the Fall to Spring test in 80 percent of the students.

10% of the students should perform at or above the 70% on the School Formative Assessment (Fall, Winter, and Spring) which aligns with the core instructional standards for the specific quarter.

Implementing unannounced and announced formal observations in TEM will show 50 percent of teachers with a 10 percent growth.

TNReady assessment will show 3% growth in 60 % of the students.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>School level data shows the following for 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 **Implementation**</p> <p>iReady Diagnostic Test (Winter and Spring)</p> <p>Biweekly Classroom Informal Observation Data</p> <p>Semi-Annual Formal Observation Data (TEM)</p> <p>Formative Common Assessments</p> <p>Weekly PD Attendance Forms (PLCs/Collaborative Planning)</p> <p>**Effectiveness**</p> <p>Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery</p>	<p>[A 1.1.1] Implement Standards Aligned Instruction Grade level teachers will deliver instruction that is aligned with the TN State Standards for English Language Arts. The teachers will utilize the Wonders Reading Curriculum daily in whole and small group instructions with students in grades 3-5. A literacy framework will be provided for teachers. The framework will include a pacing calendar, curriculum maps, highly impacted literacy strategies. We will also provide addition supplemental materials that will enrich the level of rigor that students receive. We will continue to provide school and district level professional development aligned to the State standards and data informed curriculum.</p>	<p>Carin Fuller, Mattie Smith, Rica Davis, ILT Members</p>	<p>05/16/2025</p>		

<p>10% of Students should show 5% growth on formative common assessments.</p> <p>75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation tool.</p>					
	<p>[A 1.1.2] Collaborative Planning PLCs ELA and ESL teachers and administration will meet in weekly Collaborative Planning PLC's. In these meetings stakeholders will unpack standards to make sure the teachers understand the demands of the standard. Teachers and school leaders will also discuss instructional practices, instructional planning, and assessment data. ESL teachers will look for trends in data to determine how to best provide scaffolds for those students.</p>	<p>Carin Fuller, Rica Davis</p>	<p>05/16/2025</p>		
	<p>[A 1.1.3] Provide Supplemental Resources to Improve Student Achievement Professional Learning Community Coach will secure technology, supplies, materials, and equipment, and support to enhance classroom instruction and improve student learning.</p>	<p>Rica Davis (PLC Coach)</p>	<p>05/16/2025</p>		
	<p>[A 1.1.4] Conduct Monthly Data Meetings Grahamwood will conduct monthly data meetings in order to differentiate classroom instruction to meet the needs of all students. Data meetings include looking at student work, analyzing school data, grade level data, classroom data, and common formative assessments.</p>	<p>Rica Davis, Carin Fuller, Mattie Smith, John Johnson, Rachel Helton-Johnson</p>	<p>05/16/2025</p>		
	<p>[A 1.1.5] Implement Literacy Night Family literacy night will provide parents an opportunity to learn how to help students become better readers. Students will get an opportunity to participate in literacy activities based on grade level to improve their foundational and comprehension skills.</p>	<p>Rica Davis, Librarian, Carin Fuller, ELA Teachers</p>	<p>05/16/2025</p>		
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional</p>	<p>[A 1.2.1] Differentiation for Gifted Learners Professional Development Grahawmood will provide professional development centered around differentiated</p>	<p>Rachel Helton Johnson</p>	<p>05/16/2025</p>		

<p>practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator Implementation:</p> <ul style="list-style-type: none"> * PLZ 40 Professional Development Hours * Monthly PD Faculty Meeting * Lesson Modeling <p>Effectiveness:</p> <ul style="list-style-type: none"> * 50% of teachers will complete 20 hours of PD in the first semester * 90 % of teachers will attend Monthly Faculty Meeting * 20% of teachers will view a model lesson 	<p>instruction for Gifted Learners. This PD will address learning gaps and differentiating ELA instruction in a way that will increase the rigor and provide opportunities to challenge the learner.</p>				
	<p>[A 1.2.2] New Teacher Mentor Grahamwood has one dedicated New Teacher Mentor but several dedicated trained teachers. The mentor works with the mentees on a regular basis coupled with on-going monthly professional development.</p> <p>Goals for New Teacher Mentor Partnership</p> <p>Weigh in on the effectiveness of strategies and management to assess strengths and weaknesses.</p> <p>Shared Experiences: Mentees know their mentors are not immune to negative emotions and that we all search for acceptance and positivity. Veteran teachers share their own successes and failures while maintaining boundaries and balance, teaching becomes a process rather than a product.</p>	<p>Rica Davis, Carin Fuller, Rachel Helton-Johnson, Sylvia Albert, Mattie Smith, John Johnson</p>	<p>05/16/2025</p>		

	Create positivity. Successful mentors seek and usually find positive outcomes. Mentors model positive attitudes and share forward thinking.				
	[A 1.2.3] Grade Level Collaborative Planning Grade Level Collaborative Planning sessions are held once a week for each grade level. These planning sessions are tailored to improving teacher development of standard aligned lessons. In order to assist our teachers develop a strong planning structure, each teacher utilizes a planning protocol for each content area.	Caren Fuller, Mattie Smith, Rica Davis, Rachel Helton-Johnson	05/15/2025		
	[A 1.2.4] Attend Local/National Professional Literacy Conferences Allowing Grahamwood Elementary faculty to attend literacy conferences will provide opportunities to learn new literacy practices and network with other educators across the nation.	Carin Fuller, Rica Davis, Rachel Helton Johnson	05/16/2025		
[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:** * Progress Monitoring using AIMS Web every other week * RTI Data Team Meetings every twenty days * Common Formative Assessments every quarter **Effectiveness:** * 30% percent of students will progress to next level using AIMS Web data * 30 % percent of students will move to On track to Mastery	[A 1.3.1] Reading Intervention To meet the students' individual needs, interventionists and teachers will differentiate reading lessons based on data, learning styles, and instructional tier. Struggling students will be identified and receive targeted support in their identified skill deficit areas during their designated intervention block. Small group instruction will provide an individualized approach to the content. The interventionists will communicate data results to the RTI2 data team and parents. Parents will be an integral part of RTI2 process.	Allyson Minahan, Leslie Cain, Mattie Smith, Rica Davis	05/16/2025		

	<p>[A 1.3.2] Explicit Instruction for ESL and Special Education Students</p> <p>To continue to increased academic performance amongst students with disabilities (SWD) and ESL students these students will use a pull out schedule in order to get the direct and explicit instruction. ESL and Special Education teachers will attend monthly meetings for support with special education and ESL students to learn how to provide additional support for the student population. Classroom teachers will know the state mandated law for IEP and ESL teachers.</p>	<p>Melissa Idelman, Sara Graves, Elisabeth Adams, Lisa Jorgensen, Mattie Smith</p>	<p>05/16/2025</p>		
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[G 2] Mathematics-will increase K-5 math from 50.4% (Spring 2023) to 52% (Spring 2025).

Goal: Grahamwood will increase K-5 math from 50.4% (Spring 2023) to 52% (Spring 2025).

****Implementation: ****

- * Weekly Math Collaborative Planning sessions to include Deliberate Practice and student misconceptions
- * Monthly Data Team Meetings to discuss student assessment and standards
- * Biweekly PLC Meetings

****Effectiveness:****

- * Implementing weekly collaborative planning sessions that discuss student misconceptions will show 20% percent of students with 5% increase on track.
- * Implementing monthly data team meetings will show 20% of students with 5% increase on track or mastery.
- * Implementing biweekly PLC Meetings will show a 50 % increase of teachers implementing high impact strategies.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

Formative Assessment using IXL

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Weekly Math Collaborative Planning sessions to include Deliberate Practice and student misconceptions * Monthly Data Team Meetings to discuss student assessment and standards * Biweekly PLC Meetings <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Implementing weekly collaborative planning sessions that discuss student misconceptions will show 20% percent of students with 5% increase on track. * Implementing monthly data team meetings will show 20% of students with 5% increase on track or mastery. 	<p>[A 2.1.1] Implement Standards Aligned Instruction Grade level teachers will deliver daily instruction aligned to the 2023 TN State Standards for Math. They will utilize district resources of Envision Mathematics along with strategies that will support the student's mastery of the standards. The ILT and admin Team will monitor the delivery of instruction and provide feedback in order to improve instructional practice.</p>	Rica Davis, Mattie Smith, John Johnson, Carin Fuller, ILT team members	05/16/2025		
	<p>[A 2.1.2] Conduct Weekly Collaborative Planning Meetings Grahamwood Elementary teachers and administrators will meet with grade level and content specific teams weekly to analyze standards, misconceptions, and assessments for</p>	Rica Davis, Rachel Helton Johnson, Mattie Smith, and John Johnson	05/16/2025		

	the upcoming week. Teachers will use district recommended resources including curriculum guides, high impact strategies for all students using Envision Math.				
	[A 2.1.3] Secure supplies, materials, equipment and support for academic instruction Professional Learning Coach will secure supplies, materials, equipment, and support for academic math instruction.	Rica Davis	05/16/2025		
	[A 2.1.4] Implement Family Math Night Family Math Night will be provided to students and parents using a variety of delivery systems to support parents in helping their child improve Math.	Rica Davis, ILT Team Members, Math Teachers	05/16/2025		
<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"> * Weekly Math Collaborative Planning sessions to include Deliberate Practice and student misconceptions * Monthly Data Team Meetings to discuss student assessment and standards * Biweekly PLC Meetings <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Implementing weekly collaborative planning sessions that discuss student misconceptions will show 20% percent of students with 5% increase on track. * Implementing monthly data team meetings will 	<p>[A 2.2.1] Attend Local/National Conferences Math teachers will have the opportunity to attend local and national conferences to gain a better understanding of the mathematical principles and to collaborate with other math teachers across the nation.</p>	Rica Davis	05/16/2025		

show 20% of students with 5% increase on track or mastery.					
	<p>[A 2.2.2] Provide Targeted Professional Development School Administrators, ILT, and District Advisors will conduct professional development over strategies for small group instruction and any other necessary PD based on student math data.</p>	Rica Davis, Mattie Smith, John Johnson, ILT Team Members	05/16/2025		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Weekly Math Collaborative Planning sessions to include Deliberate Practice and student misconceptions * Monthly Data Team Meetings to discuss student assessment and standards * Biweekly PLC Meetings <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Implementing weekly collaborative planning sessions that discuss student misconceptions will show 20% percent of students with 5% increase on track. * Implementing monthly data team meetings will show 20% of students with 5% increase on track or mastery. 	<p>[A 2.3.1] Support Learning Environments The Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	Rica Davis	05/16/2025		

	<p>[A 2.3.2] Math Intervention Struggling students will be identified in their math skill deficit area during the grade level's RTI2 block. Small group instruction will provide an individualized approach to the content.</p>	Classroom Teachers	05/16/2025		
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[G 3] Chronic Absenteeism-By May 2025 Grahamwood Elementary will reduce the percentage of chronic absenteeism school wide from 16 % (Spring 2024) to 14.5% (Spring 2025).

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****Implementation:****

Track 20-day attendance in Power BI every 20 days

Quarterly Parent Meeting

Weekly Grade Level Attendance Groups

****Effectiveness:****

Monitoring 20-day attendance report every 20 days will show a 90% average of daily attendance.

Quarterly parent meeting attendance will increase by 10% each quarter.

We expect to see a 10 % increase in the grade level attendance groups on a weekly basis.

Performance Measure

Interventions and supports will be measured using the following:

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

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p>[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.</p> <p>Benchmark Indicator **Implementation:**</p> <p>Track 20-day attendance in Power BI</p> <p>Quarterly Parent Meeting</p> <p>Grade Level Attendance Groups</p> <p>**Effectiveness:**</p> <p>Monitoring 20-day attendance report to show a 90 percent average of daily attendance.</p> <p>Parent meeting attendance will increase by 10 percent each quarter.</p> <p>We expect to see a 10 percent increase in the grade level attendance groups on a weekly basis.</p>	<p>[A 3.1.1] Student Attendance Rewards Students will receive attendance incentive awards for perfect attendance every 20 days such as: out of uniform days, student pizza parties, additional recess time, shout-outs and other incentives.</p>	<p>Rekeshia Hudson, Devonne George</p>	<p>05/16/2025</p>		
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<p>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>[A 3.1.2] Implement Social and Emotional Learning Teachers will implement the district provided SEL curriculum in order to support the students social and emotional needs.</p>	<p>K-5 Teachers, Devonne George, Rekeshia Hudson</p>	<p>05/16/2025</p>		
<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 changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p>	<p>[A 3.2.1] Social Emotional Training Teachers and staff will receive professional development over the states RTI2B intervention component which includes strategies and techniques to help with attendance and behavior.</p>	<p>Rekeshia Hudson, Devonne George</p>	<p>05/16/2025</p>		

<p>Benchmark Indicator Student discipline and attendance reports 20-day reporting cycle will be used to measure impact of changed practices as a result of professional development.</p> <p>Fidelity checks of student data entry will be conducted during the 20-day reporting cycle to monitor the incidents of data entry errors and erroneous reporting.</p> <p>Quarterly Reports will be shared district-wide.</p>					
<p>[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.</p> <p>Benchmark Indicator Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events.</p> <p>At the end of each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates.</p> <p>Evidence of parent participation in decisions relating to the education of their children and collaboration efforts on district level topics through monthly parent surveys.</p>	<p>[A 3.3.1] Counselor Outreach Meetings Counselors will host Coffee and Chat meeting once every nine weeks. The topics include: test anxiety, organization, home and community supports.</p>	<p>Devonne George, Rekeshia Hudson</p>	<p>05/16/2025</p>		

[G 4] Early Literacy-KK-2 students will increase from 59% (Spring 2024) to 65% (Spring 2025) of students on grade level using the iReady reading diagnostic.
 KK-2 students will increase from 59% (Spring 2024) to 65% (Spring 2025) of students on grade level using the iReady reading diagnostic.

****Implementation:****

- * iReady Diagnostic (Fall, Winter, Spring)
- * Biweekly Classroom Informal Observation Data

- * Semi-Annual Formal Observation Data (TEM)
- * Formative Common Assessments every nine weeks
- * Weekly PD Attendance Forms (PLCs/Collaborative Planning)
- **Effectiveness**

- * Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery
- * 10% of students should show 5% growth on formative common assessments.
- * 75% of teachers will show 5% improvement on TEM effectiveness measure as evidenced by TEM observation tool.

Performance Measure

Memphis-Shelby County Schools' 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.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * iReady Diagnostic (Fall, Winter, Spring) * Biweekly Classroom Informal Observation Data * Semi-Annual Formal Observation Data (TEM) * Formative Common Assessments * Weekly PD Attendance Forms (PLCs/Collaborative Planning) **Effectiveness** <ul style="list-style-type: none"> * Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery * 10% of Students should show 5% growth on formative common assessments. * 75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation tool. 	<p>[A 4.1.1] Foundational Skills Support Grahamwood will provide students in grades K-2 with phonic instructions programs such as Wonders foundational resources and Magnetic (iReady) resources and toolkits. Foundational instructional support will be provided in PLC's with an emphasis on instructional strategies, coaching support, and best practices.</p>	<p>Carin Fuller, Rica Davis</p>	<p>05/16/2025</p>		

	<p>[A 4.1.2] Attend Local and National Literacy Conferences</p> <p>Allowing Grahamwood Elementary faculty to attend literacy conferences will provide opportunities to learn new literacy practices and network with other educators across the nation.</p>	Rica Davis, Carin Fuller, Mattie Smith, Rachel Helton Johnson	05/16/2025		
	<p>[A 4.1.3] Specialized Educational Assistants</p> <p>Grahamwood's SEAs will provide instructional support to students in the classrooms during whole group instruction, teacher-led small group instruction, and during Tier 1 core instruction. The SEAs will also support students outside of the classroom in "pull-out" settings and RTI2 settings.</p>	SEA's, Mattie Smith, Carin Fuller	05/16/2025		
<p>[S 4.2] Early Literacy Opportunities</p> <p>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.</p> <p>Benchmark Indicator</p> <p>**Implementation:**</p> <ul style="list-style-type: none"> * iReady Diagnostic (Fall, Winter, Spring) * Biweekly Classroom Informal Observation Data * Semi-Annual Formal Observation Data (TEM) * Formative Common Assessments * Weekly PD Attendance Forms (PLCs/Collaborative Planning) <p>**Effectiveness**</p> <ul style="list-style-type: none"> * Implementing Quarterly iReady Diagnostic results will show 20% of students with a 5% increase on track or mastery * 10% of Students should show 5% growth on formative common assessments. * 75% of teachers will show improvement on TEM effectiveness measure as evidenced by TEM observation tool. 	<p>[A 4.2.1] Literacy Activities/Workstations/Small Group Instruction</p> <p>Grahamwood's early learners will engage in Science of Reading early literacy activities and workstations that suit their individual needs. Teachers will use small group instruction to differentiate instruction, provide one on one opportunities for students to engage in purposeful practice.</p>	Carin Fuller, Rica Davis, Rachel Helton Johnson, Mattie Smith	05/16/2025		

	<p>[A 4.2.2] Secure supplies, materials, equipment and support for academic instruction The Professional Learning Coach will secure supplies, materials, equipment, and support for academic instruction.</p>	Rica Davis	05/16/2025		
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