

Evans Elementary Annual Plan (2024 - 2025)

Last Modified at Sep 27, 2024 03:16 PM CDT

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

Evans Elementary School will improve "met plus exceeded" percentages on the TCAP assessment for students in grades 3-5 from 15.8% in 2022-23 to 21.4% in the 2024-25 school year.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

School-wide Formative Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> 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><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>**Implementation**</p> <ul style="list-style-type: none"> <li>* Quarterly TEM Evaluation Rubric</li> <li>* Weekly Analysis of Student Work</li> <li>* **Quarterly **district common formative assessment</li> </ul> <p>**Effectiveness**</p> <ul style="list-style-type: none"> <li>* Quarterly TEM Evaluation Rubric will reflect at least 3 of 5 indicators being met.</li> <li>* Weekly analysis of student work will reflect students scoring 75% or better on assignments.</li> <li>* **Quarterly **district formative assessments will</li> </ul>	<p><b>[A 1.1.1] Improve Tier I ELA/Reading Instruction</b> Secure supplies, materials, equipment, and support for academic instruction.</p> <p>In order to differentiate classroom instruction to meet the instructional needs of students, we will meet collaboratively and analyze the following on a weekly basis:</p> <ul style="list-style-type: none"> <li>* student work</li> <li>* school-wide data</li> <li>* grade-level data</li> <li>* teacher data</li> <li>* data trends</li> <li>* ELA curriculum</li> </ul>	<p>Monica Owens, Sherri Williams</p>	<p>05/09/2025</p>	<p>Title I; SBB; Fund I</p>	

reflect at least 75% of students scoring <b>**80%**</b> or better.					
	<p><b>[A 1.1.2] Collaborative Planning</b>  Teachers will work together across grade levels to make sure that they are providing foundational supports to close the gaps they have identified in academics and social emotional learning to support growth and achievement in early grades.</p>	Monica Owens (Principal), Melody Harrison (Assistant Principal), Sherri Williams (Instructional Facilitator), Robbi Dailey-Williams (PLC Coach)	05/09/2025	Title I	
<p><b>[S 1.2] Professional Development</b>  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.</p> <p><b>**Conferences **</b>for administration and lead teachers to expand their knowledge base with research based practices that will enable the highest level of student achievement. These conferences will include, but are not limited to:</p> <p>"Get your Teach On" in Las Vegas, NV (January 2025)</p> <p>"Model Schools" in Orlando, FL (June 2025)</p> <p>Conferences will take place from August to May.</p> <p><b>Benchmark Indicator</b>  <b>**Implementation**</b></p> <p>* Weekly collaborative planning minutes  * Monthly professional development minutes</p>	<p><b>[A 1.2.1] Instructional Supports for ELA</b>  ELA Advisor and ILT ELA Lead will provide support to ELA teachers.</p>	Monica Owens (Principal), Melody Harrison (Assistant Principal), Sherri Williams (Instructional Facilitator), Robbi Dailey-Williams (PLC Coach), Amanda Wardlaw-Cosey (ELA Instructional Coach), Stephanie Baker (ILT ELA Lead)	05/09/2025	Title I	

<p>* Weekly PLC meeting minutes * Bi-weekly Instructional Leadership Team (ILT) minutes</p> <p><b>**Effectiveness**</b></p> <p>* Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks. * Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level 3 or higher. * Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * 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><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> <b>**Implementation**</b></p> <p>* Monthly progress monitoring data * Monthly data meeting minutes * Quarterly benchmark assessments (iReady, etc.) * Weekly fidelity checks * Weekly iReady reports</p>	<p><b>[A 1.3.1] Intervention</b> Students will participate in one-on-one or small group intervention with an interventionist.</p>	<p>Sherri Williams (Instructional Facilitator)</p>	<p>05/09/2025</p>	<p>Title I</p>	

<p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</li> <li>* 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.</li> <li>* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</li> </ul>					
--	--	--	--	--	--

**[G 2] Mathematics**  
 Evans Elementary School will improve "met plus exceeded" percentages on the TCAP assessment for students in grades 3-5 from 14.8% in 2022-23 to 29.6% in the 2024-25 school year.

**Performance Measure**  
 Performance will be measured using the following tools:

TNReady Assessment

School-wide Formative Assessment

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<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>[A 2.1.1] Improve Tier I Math Instruction</b>            Secure supplies, materials, equipment, and support for academic instruction.</p> <p>In order to differentiate classroom instruction to meet the instructional needs of students, we will meet collaboratively (admin and teachers), plan vertically across grade levels, and analyze the following on a weekly basis:</p>	Monica Owens (Principal), Melody Harrison (Assistant Principal), Sherri Williams (Instructional Facilitator),	04/11/2025	Title I	

<p><b>Benchmark Indicator</b>  <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Quarterly School-wide Formative Assessments</li> <li>* Weekly Informal Observation Tool and rubric</li> <li>* Quarterly Formal Observation Tool</li> <li>* Quarterly Data Dig Minutes</li> <li>* Weekly lesson plans</li> <li>* Monthly student work samples</li> <li>* Daily exit tickets</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Quarterly school-wide formative assessments will reflect students scoring 80% or better.</li> <li>* 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.</li> <li>* Quarterly formal observation tool will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</li> <li>* 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.</li> <li>* 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.</li> <li>* Monthly review of student work samples will show students' mastery of standards at 80% or higher.</li> <li>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</li> </ul>	<ul style="list-style-type: none"> <li>* student work</li> <li>* school-wide data</li> <li>* grade-level data</li> <li>* teacher data</li> <li>* data trends</li> <li>* Envision Math standards alignment</li> </ul>	<p>Robbi Dailey-Williams (PLC Coach), Darryl Anderson (ILT Math Lead), Anthony Coleman (Math Instructional Coach)</p>			
	<p><b>[A 2.1.2] Collaborative Planning</b>  Teachers will work together across grade levels to make sure that they are providing foundational</p>	<p>Monica Owens (Principal), Melody</p>	<p>04/11/2025</p>	<p>Title I</p>	

	<p>supports to close the gaps they have identified in academics and social emotional learning to support growth and achievement in early grades.</p>	<p>Harrison (Assistant Principal),          Sherri Williams (Instructional Facilitator),          Robbi Dailey-Williams (PLC Coach),          Anthony Coleman (Instructional Math Coach)</p>			
<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> <ul style="list-style-type: none"> <li>* Weekly collaborative planning minutes</li> <li>* Monthly professional development minutes</li> <li>* Weekly PLC meeting minutes</li> <li>* Bi-weekly Instructional Leadership Team (ILT) minutes</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.</li> <li>* Monthly professional development will result in at least 95% of teachers demonstrating effective</li> </ul>	<p><b>[A 2.2.1] Math Advisor/ILT Math Lead Support</b>          Math Advisor and ILT Math Lead will provide support to Math teachers.</p>	<p>Monica Owens (Principal),          Anthony Coleman (Instructional Math Coach),          Darryl Anderson (ILT Math Lead)</p>	<p>04/11/2025</p>	<p>Title I</p>	

<p>implementation of the identified instructional strategies, resulting in walkthrough scores of level 3 or higher.</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p> <p>* 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><b>[A 2.2.2] Professional development courses</b> Math Advisor and ILT Math Lead will provide support to Math teachers.</p>	<p>Monica Owens (Principal), Melody Harrison (Assistant Principal), Sherri Williams (Instructional Facilitator), Robbi Dailey-Williams (PLC Coach)</p>	<p>04/11/2025</p>	<p>Title I</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>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b> **Implementation**</p> <p>* Monthly progress monitoring data * Monthly data meeting minutes * Quarterly benchmark assessments (iReady, etc.) * Weekly fidelity checks * Weekly iReady reports</p>	<p><b>[A 2.3.1] Intervention</b> Students will participate in one-on-one or small group Intervention with an Interventionist.</p>	<p>Sherri Williams (RTI Lead)</p>	<p>05/16/2025</p>	<p>Title I</p>	

<p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</li> <li>* Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</li> <li>* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.</li> <li>* 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.</li> <li>* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.</li> </ul>					
--	--	--	--	--	--

**[G 3] Safe and Healthy Students**  
 Evans Elementary will decrease their chronic absenteeism rate from 27% in SY24 to 9% in SY25.

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

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

<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b>            Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 3.1.1] Student Incentives</b>            Evans will plan for and implement quarterly, monthly, and weekly initiatives that encourage student attendance. This will include attendance parties, "dress out of uniform" days, and student spotlighting on announcements and on social media.</p>	LaKeenya Jones (Professional Guidance Counselor), Monica Owens (Principal), Melody	05/23/2025	Title I	

<p><b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* 20-day attendance reports</li> <li>* 20-day behavior reports</li> <li>* 20-day suspension report</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.</li> <li>* 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</li> <li>* 20-day suspension reports will reflect a 5% decrease in the student suspension rate.</li> </ul>		<p>Harrison (Assistant Principal), Robbi Dailey-Williams (PLC Coach), Valerie McCoy (Attendance Secretary)</p>			
<p><b>[S 3.2] Professional Development</b> 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> <b>**Implementation**</b></p> <ul style="list-style-type: none"> <li>* Monthly RT12-B data meeting minutes</li> <li>* Monthly SART and SARB meeting minutes</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Monthly RT12-B data teams meetings will result in a 5% decrease in student infractions.</li> <li>* Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</li> </ul>	<p><b>[A 3.2.1] Targeted Professional Development</b> The Professional School Counselor will attend high quality professional development sessions and/or out-of-town conferences to acquire information and learn strategies to put into practice to support student attendance levels and lead to improved levels of student behavior. The Professional School Counselor will receive online and in-person professional development provided by the school district to acquire information and learn strategies to put into practice to support student attendance levels and lead to improved levels of student behavior.</p>	<p>LaKeenya Jones (Professional School Counselor), Monica Owens (Principal), Melody Harrison (Assistant Principal)</p>	<p>05/23/2025</p>	<p>Title I</p>	

	<p><b>[A 3.2.2] Conferences</b>  <b>**Conferences **</b>for administration and lead teachers to expand their knowledge base with research based practices that will enable the highest level of student achievement. These conferences will include, but are not limited to:</p> <p>"Get your Teach On" in Las Vegas, NV (January 2025)</p> <p>"Model Schools" in Orlando, FL (June 2025)</p> <p>Conferences will take place from August to June.</p>	<p>Monica Owens (Principal),  Melody Harrison (Assistant Principal),  Sherri Williams (Instructional Facilitator),  Robbi Dailey-Williams (PLC Coach)</p>	<p>06/30/2025</p>	<p>Title I</p>	
<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> <ul style="list-style-type: none"> <li>* Quarterly parent surveys</li> <li>* Quarterly parent meeting minutes</li> <li>* Semesterly parent-teacher conference sign-in sheets/minutes</li> </ul> <p><b>**Effectiveness**</b></p> <ul style="list-style-type: none"> <li>* Quarterly parent surveys will result in at least 2 additional family engagement and involvement meetings/events that were requested based on feedback and trends.</li> <li>* Quarterly parent meetings will result in at least 2 additional PD opportunities and/or trainings.</li> <li>* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</li> </ul>	<p><b>[A 3.3.1] Parental Involvement</b>  Events for the 2024-2025 school year include:</p> <ol style="list-style-type: none"> <li>1. Open House</li> <li>2. Annual Title I Meeting</li> <li>3. Hispanic Heritage Month Celebration</li> <li>4. Literacy &amp; Math Night</li> <li>5. Red Ribbon Week</li> <li>6. Read for the Record</li> <li>7. Spelling Bee (Kindergarten-2nd grade)</li> <li>8. Winter Program</li> <li>9. Snow Ball</li> <li>10. Spelling Bee (3rd grade-5th grade)</li> <li>11. Friendship Day</li> <li>12. Black History Wax Museum</li> <li>13. Science Fair</li> <li>14. TCAP Pep Week</li> <li>15. TCAP Pep Rally</li> <li>16. Field Day</li> <li>17. Quarterly Recognition Program</li> <li>18. End-of-Year Recognition Program</li> <li>19. Kindergarten Promotion - May 17</li> <li>20. Let's Get Ready for Middle School tour</li> <li>21. 5th Grade Spirit Week</li> <li>22. 5th Grade Promotion Program</li> </ol>	<p>Robbi Dailey-Williams (PLC Coach)</p>	<p>05/30/2025</p>	<p>Title I</p>	
<p><b>[G 4] Early Literacy</b>  Evans Elementary School's 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.</p>					

**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><b>[S 4.1] Professional Learning</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.</p> <p><b>Benchmark Indicator</b> ON-GOING 80% attendance and completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; MONTHLY monitoring of K-2 teachers' knowledge building as measured by the pre- and post-module assessments to measure the increase content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities; QUARTERLY K-2 Comprehensive Literacy walkthroughs from district instructional literacy advisors will monitor the academic gap and root cause analysis to support continued professional development opportunities;</p> <p>QUARTERLY surveys of educational assistants support in K-2 classrooms to inform professional learning and resources needed to improve instruction and student achievement; Quarterly attendance and completion review of specialized PD focused on foundational literacy and to inform future professional learning opportunities.</p>	<p><b>[A 4.1.1] Parent Training Sessions</b> Evans Elementary will communicate available parent training sessions that are held by the district and school for students entering kindergarten and follow up with any support parents may need to prepare for kindergarten enrollment. Also, additional parent meeting will be conducted to keep parents abreast of how to communicate with the school and help students in core subject areas.</p>	<p>Monica Owens (Principal), Melody Harrison (Assistant Principal), Sherri Williams (Instructional Facilitator), Robbi Dailey-Williams (PLC Coach)</p>	<p>05/09/2025</p>	<p>Title I</p>	
	<p><b>[A 4.1.2] Foundational Literacy Laureate Professional Development Support (K-2)</b></p>	<p>Sherri Williams (Instructional</p>	<p>05/16/2025</p>	<p>Title I</p>	

	The school designated laureate will work with teachers in grades k-2 to provide strategies and support with teaching early literacy.	Facilitator), Robbi Dailey-Williams (PLC Coach)			
	<b>[A 4.1.3] ELA Instructional Coach and ELA Lead Support</b> ELA Instructional Coach and ELA Lead Support will provide support to ELA teachers.	Amanda Wardlaw Cosey (ELA Instructional Coach), Sherri Williams (Instructional Facilitator)	05/16/2025	Title I	