

<div><div>[G 1] Reading/Language Arts</div><div>WSE will increase the percentage of students scoring on track or mastery from 45.8% SY 2023-2024 to 55% SY 2024-2025.</div><div>Performance Measure</div><div>Performance will be measured using the following tools:</div><div>TNReady Assessment</div><div>Common Formative Assessments</div></div>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<div><div>[S 1.1] Standard Aligned Core Instruction</div><div>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.</div><div>Benchmark Indicator</div><div>**Implementation**</div><div><div>o Monthly Data meetings</div><div>o Weekly lesson plans</div><div>o Monthly student work samples</div></div><div>**Effectiveness**</div><div><div>o Monthly data dig meetings will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</div><div>o Weekly lessons plan checks will show that 100%</div></div></div>	<div><div>[A 1.1.1] Weekly Data Meetings</div><div>WSE conducts weekly data meetings in order to differentiate classroom instruction to meet the needs of students. Data meetings include looking at student work, analyzing school, grade level and classroom data, as well as analyzing school-wide trends, and results from common formative assessment. Behavior data will also be shared during said data meetings. Teachers will share data with parents and community on Parent Data Nights.</div></div>	<div>Bradley Breeden (Principal), Kenia Coleman (Assistant Principal), Whitney Eavenson (Assistant Principal), Loren Craddock (PLC Coach), JoAnne Pratt (ELA ILT Lead)</div>	<div>05/23/2025</div>		

<p>of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.</p> <p>o Monthly review of student work samples will show students' mastery of standards at 80% or higher.</p>					
	<p>[A 1.1.2] Additional Resources Students and teachers will be provided with additional resources such as reading subscriptions; additional online educational platform resources; classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives for centers; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.</p>	<p>Whitney Eavenson (Assistant Principal), Bradley Breeden (Principal)</p>	05/23/2025		
<p>[S 1.2] Professional Development Provide ongoing, high quality professional development for teachers and staff focused on high impact strategies, pedagogy of content, knowledge of grade level standards, and strategies that result in improved students' reading fluency and comprehension of grade level texts.</p> <p>Benchmark Indicator **Implementation**</p> <p>o Monthly professional development agenda and minutes</p> <p>o Weekly PLC meeting agenda and minutes</p> <p>o Monthly Instructional Leadership Team (ILT) vertical team meeting agenda and minutes</p> <p>** Effectiveness**</p> <p>o Monthly professional development will result in at</p>	<p>[A 1.2.1] Weekly Collaborative Planning WSE teachers and admin will meet with grade level, content specific teams to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice and feedback. Feedback will be utilized to enhance high-quality instruction for all students.</p>	<p>Bradley Breeden (Principal), Kenia Coleman (Assistant Principal), Whitney Eavenson (Assistant Principal), Loren Craddock (PLC Coach), Jo Anne Pratt (ELA ILT Lead)</p>	05/23/2025		

<p>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 Monthly ILT vertical team meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p>					
<p>[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.</p> <p>Benchmark Indicator **Implementation**</p> <p>o Monthly progress monitoring data</p> <p>o Monthly data meeting agenda and minutes</p> <p>o Daily intervention walkthroughs and fidelity checks</p> <p>**Effectiveness**</p> <p>o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</p> <p>o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>o Daily intervention walkthroughs and fidelity checks will reflect that 100% of teachers are</p>	<p>[A 1.3.1] Provide high quality ELA Instruction * All students receive daily Tier I instruction during the literacy block.</p> <p>* White Station has developed and implemented a schoolwide master schedule to maximize instructional time and minimize interruptions during the literacy block.</p> <p>* The schoolwide schedule supports a dedicated 45-minute RTI2 intervention block for Tier 2 and 3 students.</p> <p>* Each grade level has developed an intervention schedule to facilitate the implementation of small group instruction, computer intervention, and progress monitoring of Tier 2 and Tier 3 students in accordance with the state requirements outlined in the RTI2 District Implementation Guide and TDOE RTI Manual.</p> <p>* Professional development is provided by the RTI lead to support implementation of RTI2 for all grade level teams during weekly PLC meetings.</p> <p>* Tier 2 and Tier 3 students in all grades use i-Ready Magnetic Reading intervention for Reading.</p>	<p>Bradley Breeden (Principal), Kenia Coleman (Assistant Principal), Whitney Eavenson (Assistant Principal), Loren Craddock (PLC Coach), JoAnne Pratt (ELA ILT Lead)</p>	<p>05/23/2025</p>		

<p>implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.</p>	<p>* RTI2 students take the i-Ready Reading Diagnostic test three times a year.</p> <p>* Students identified by the district for additional screening for academics are administered benchmark assessments by their homeroom teacher or designated interventionist to determine student tier. Students identified by the district for additional screening, including screening for dyslexia, are given the appropriate testing to assess intervention needs.</p> <p>Strengths:</p> <p>* Teachers are included in assessment decisions regarding the use of assessments in improving student performance. The RTI2 team meets monthly to review student intervention plans and progress monitoring data. The data team is comprised of the School Psychologist, PLC Coach, Assistant Principal, Guidance Counselors, SPED teachers, ELL teachers, and grade level teacher teams.</p> <p>* Parents receive timely notifications of students' Tier status and progress following each data team meeting.</p> <p>* The Assistant Principal, PLC Coach, and Guidance Counselor conduct regular Fidelity Checks to monitor the fidelity of computer intervention, small group intervention, and Tier 1 implementation.</p>				
	<p>[A 1.3.2] Additional Resources Students and teachers will be provided with additional resources such as workbook subscriptions; additional educational online platform resources; classroom materials, and manipulatives for intervention; educational technology (computers, interactive boards, headphones, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda</p>	<p>Bradley Breeden (Principal), Whitney Eavenson (Assistant Principal)</p>	<p>05/23/2025</p>		

	books, glue, tape, etc.) to targeted intervention and personalized learning.				
<p>[G 2] Mathematics White Station Elementary will improve on-track/mastery percentages for grades 3-5 from 38.9% in SY 2023-2024 to 45% in SY 2024- 2025.</p> <p>Performance Measure Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>IReady Math Diagnostic</p> <p>Common Formative Assessments</p>					
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"> o Weekly Collaborative planning meetings o Weekly lesson plans o Monthly student work samples <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Weekly Collaborative planning meetings will result in 100% of teachers receiving departmentalized support in effective curriculum 	<p>[A 2.1.1] Collaborative Planning WSE teachers and admin will meet with grade level, content specific teams to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice and feedback. Feedback will be utilized to enhance high-quality instruction for all students.</p>	Bradley Breeden (Principal), Kenia Coleman (Assistant Principal), Whitney Eavenson (Assistant Principal), Loren Craddock (PLC Coach), Kendall Schewitz (Math ILT Lead)	05/23/2025		

<p>planning and implementation to increase overall student achievement by 10%.</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 Monthly review of student work samples will show students' mastery of standards at 80% or higher.</p>					
	<p>[A 2.1.2] Additional Resources White Station Elementary will secure supplies, materials, manipulatives, equipment, and resources to support academic growth and achievement in mathematics as well as online educational platform resources.</p>	Bradley Breeden (Principal), Kenia Coleman (Assistant Principal), Whitney Eavenson (Assistant Principal)	05/23/2025		
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development for teachers and staff focused on high impact strategies, pedagogy of content, knowledge of grade level standards, and strategies that result in improved students' mathematical performance.</p> <p>Benchmark Indicator **Implementation**</p> <p>o Monthly professional development agenda and minutes</p> <p>o Monthly PLC Data Dig meeting agenda and minutes</p> <p>o Monthly Instructional Leadership Team (ILT) vertical team meeting agenda and minutes</p>	<p>[A 2.2.1] Weekly Data Meeting WSE Conducts weekly data meetings in order to differentiate classroom instruction to meet the needs of students. Data meetings include looking at student work, analyzing school data, analyzing grade level data, analyzing classroom data, analyzing school-wide trends, and analyzing common formative assessment. Behavior Data will also be shared during said data meetings. Teachers will share data with parents and community on Parent Data Nights.</p>	Bradley Breeden (Principal), Kenia Coleman (Assistant Principal), Whitney Eavenson (Assistant Principal), Loren Craddock (PLC Coach), Kendall Schewitz (Math ILT Lead)	05/23/2025		

<p>** Effectiveness**</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 Monthly PLC Data Dig meeting will result in 100% of teachers receiving departmentalized support in analyzing student data to increase overall student achievement by 10%.</p> <p>o Monthly ILT vertical team meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p>					
<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. Teachers will pull small groups during intervention block to target skills, deficits, and low performing standards.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation**</p> <p>o Monthly progress monitoring data</p> <p>o Monthly data meeting agenda and minutes</p> <p>o Daily intervention walkthroughs and fidelity checks</p> <p>**Effectiveness**</p>	<p>[A 2.3.1] Provide Math Intervention</p> <p>* All students receive daily Tier I instruction during math blocks.</p> <p>* White Station has developed and implemented a schoolwide master schedule to maximize instructional time and minimize interruptions during math blocks.</p> <p>* The schoolwide schedule supports a dedicated 45-minute RTI2 intervention block for Tier 2 and 3 students.</p> <p>* Each grade level has developed an intervention schedule to facilitate the implementation of small group instruction, computer intervention, and progress monitoring of Tier 2 and Tier 3 students in accordance with the state requirements outlined in the RTI2 District Implementation Guide.</p> <p>* Professional development is provided by the RTI lead to support implementation of RTI2 for all grade level teams during weekly PLC meetings.</p> <p>* Tier 2 and Tier 3 students in all grades use Ready</p>	<p>Bradley Breeden (Principal), Kenia Coleman (Assistant Principal), Whitney Eavenson (Assistant Principal), Loren Craddock (PLC Coach), Kendall Schewitz (Math ILT Lead)</p>	<p>05/23/2025</p>		

<p>o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.</p> <p>o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.</p> <p>o Daily intervention walkthroughs and 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>Math for math intervention.</p> <p>* All students take the i-Ready Reading and Math Universal Screener/Diagnostic test three times a year.</p> <p>* Students identified by the district for additional screening for academics are administered benchmark assessments by their homeroom teacher or designated interventionist to determine student tier. Students identified by the district for additional screening, including screening for dyslexia, are given the appropriate testing to assess intervention needs.</p> <p>Strengths:</p> <p>* Teachers are included in assessment decisions regarding the use of assessments in improving student performance. The RTI2 team meets monthly to review student intervention plans and progress monitoring data. The data team is comprised of the School Psychologist, Instructional Facilitator, Assistant Principal, Guidance Counselors, SPED teachers, ELL teachers, and grade level teacher teams.</p> <p>* Parents receive timely notifications of students' Tier status and progress following each data team meeting.</p> <p>* The Assistant Principal, PLC Coach, and Guidance Counselor conduct regular Fidelity Checks to monitor the fidelity of computer intervention, small group intervention, and Tier 1 implementation.</p>				
	<p>[A 2.3.2] Additional Resources White Station Elementary will secure supplies, materials, manipulatives, equipment, and resources to support academic growth and achievement in mathematics as well as additional online educational platform resources.</p>	<p>Bradley Breeden (Principal), Kenia Coleman (Assistant</p>	<p>05/23/2025</p>		

		Principal), Whitney Eavenson (Assistant Principal)			
[G 3] Early Literacy By June 2025, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring. White Station Elementary will increase literacy proficiency of on-track or mastered in grades K-2 from 70% in SY 2023-2024 to 77% in SY 2024-2025. Performance Measure Performance will be measured using the following tools: IReady Reading Diagnostic Common Formative Assessments					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Professional Learning WSE will build and strengthen the foundational literacy knowledge and teaching capacity of classroom teachers and educational assistants through engagement in professional learning experiences anchored in the science of reading that will result in improved students' reading fluency and access of grade level texts. Benchmark Indicator **Implementation** o Monthly professional development agenda and minutes o Weekly PLC meeting agenda and minutes o Monthly Instructional Leadership Team (ILT) vertical team meeting agenda and minutes ** Effectiveness**	[A 3.1.1] Early Literacy Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance with our KK-2 classes. Weekly PLCs and Collaborative Planning will deepen teacher's knowledge of foundational skills and best practices in the KK-2 classrooms to provide hands on opportunities for student engagement and differentiation.	Bradley Breeden (Principal), Kenia Coleman (Assistant Principal), Whitney Eavenson (Assistant Principal), Loren Craddock (PLC Coach), JoAnne Pratt (ELA ILT Lead)	05/23/2025		

<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 Monthly ILT vertical team meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p>					
<p>[S 3.2] Standards Aligned Core Instruction Provide daily access to effective early literacy instruction that will develop students' deep understanding of foundational skills and improve students' fluency and reading proficiency.</p> <p>Benchmark Indicator **Implementation**</p> <p>o Weekly Collaborative planning meetings</p> <p>o Weekly lesson plans</p> <p>o Monthly student work samples</p> <p>**Effectiveness**</p> <p>o Weekly Collaborative planning meetings will result in 100% of teachers receiving departmentalized support in effective curriculum planning and implementation to increase overall student achievement by 10%.</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>[A 3.2.1] Collaborative Planning WSE teachers and admin will meet with grade level, content specific teams to analyze standards and assessments for the upcoming week. Teachers will engage in deliberate practice and feedback. Feedback will be utilized to enhance high-quality instruction for all students.</p>	<p>Bradley Breeden (Principal), Kenia Coleman (Assistant Principal), Whitney Eavenson (Assistant Principal), Loren Craddock (PLC Coach)</p>	05/23/2025		

o Monthly review of student work samples will show students' mastery of standards at 80% or higher.

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