

William Herbert Brewster Elementary School Annual Plan (2024 - 2025)

Last Modified at Sep 15, 2024 12:21 PM CDT

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

William H. Brewster Elementary will increase ELA meeting or exceeding expectations proficiency rates in all grades from 3-5 from 19.4% in 2023 to 24.4% in 2025, as measured by the TNReady Assessment.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

William H. Brewster Formative Assessments

William H. Brewster Classroom Walkthrough Tool

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b> To enhance student mastery of TN Standards in ELA by providing consistent, high-quality instructional practices aligned with state standards.</p> <p><b>Benchmark Indicator</b> <b>**Goal**</b>: Improve student mastery of TN Standards by ensuring instructional practices are aligned with the state's expectations.</p> <p><b>### Implementation:</b></p> <p><b>**Monitoring and Auditing**</b>: Conduct <b>**bi-weekly walkthroughs**</b> using the WH Brewster Classroom Walkthrough Tool and <b>**lesson plan audits**</b>. These audits will focus on verifying that instructional practices are aligned with TN Standards and that teachers are consistently using data-informed instruction to adjust their teaching.</p> <p><b>**Data Utilization**</b>: Teachers will use data from formative assessments and observations to inform instruction and address gaps in student</p>	<p><b>[A 1.1.1] Rigorous Curriculum Implementation</b> Dr William H. Brewster will implement a rigorous ELA curriculum by ensuring that all teachers have daily access to the Wonders ELA curriculum, focusing on reading and writing skills. This will be supported by regular collaborative planning sessions where teachers will review and refine lesson plans to ensure alignment with state standards.</p> <p>The goal is to develop students' deep understanding of ELA content, enhance comprehension, and promote mastery of the TN Standards, thereby improving overall student achievement in reading and writing.</p> <p>Collaborative planning sessions will occur weekly. Teachers will receive ongoing support with curriculum implementation throughout the school year, with key benchmarks evaluated quarterly by the Instructional Leadership Team.</p>	<p>Martha Mason, Dena Cullen, Latosha Wiseman, Sandra Autry, Javorah Davis</p>	<p>05/30/2025</p>	<p>Title I, Fund 1</p>	

<p>understanding.</p> <p>####</p> <p>#### <b>Effectiveness Measure:</b></p> <p><b>Teacher Use of Data-Informed Instruction:</b></p> <ul style="list-style-type: none"> <li>+ <b>Metric:</b> By the end of the 2024-2025 school year, <b>80% of teachers</b> will consistently use data-informed instruction to tailor their teaching to meet student needs.</li> <li>+ <b>Frequency:</b> This will be evaluated <b>bi-weekly</b> through classroom observations and lesson plan reviews.</li> <li>+ <b>Leading to:</b> <b>Increased student engagement and performance</b>, resulting in <b>15% improvement in student proficiency</b> on quarterly common assessments.</li> </ul> <p><b>Student Performance on Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>+ <b>Metric:</b> <b>70% of students</b> will meet or exceed expectations on formative assessments, demonstrating mastery of the ELA TN Standards.</li> <li>+ <b>Frequency:</b> Student performance will be reviewed <b>quarterly</b> using WH Brewster Formative Assessments during the 2024-2025 school year.</li> <li>+ <b>Leading to:</b> <b>A 10% reduction in the achievement gap</b> for students performing below grade level by the end of the school year.</li> </ul>	<p>Teachers will use evidence-based instructional practices, such as explicit teaching of reading strategies, differentiated instruction based on formative assessment data, and integrating writing across the curriculum. The leadership team will provide targeted feedback during classroom walkthroughs to ensure fidelity in curriculum implementation.</p>				
	<p><b>[A 1.1.2] Literacy Rich Environment</b></p> <p>Dr. William H. Brewster Elementary School will improve student achievement by providing the following:</p> <ul style="list-style-type: none"> <li>* computers</li> <li>* document cameras</li> <li>* printer ink</li> <li>* chart paper</li> <li>* anchor charts</li> <li>* sound walls and word walls</li> <li>* copy paper</li> <li>* dry erase markers</li> </ul>	<p>Martha Mason, Dena Cullen, Latosha Wiseman, Sandra Autry, Javorah Davis</p>	<p>05/30/2025</p>	<p>Title I, Fund I</p>	

	<ul style="list-style-type: none"> <li>* individual whiteboards</li> <li>* slide presentation remote controls</li> <li>* supplies and materials for small group instruction and literacy workstations</li> <li>* supplies and materials to teach and assess high-frequency words</li> <li>* supplies and materials to support literacy-rich learning environments</li> <li>* supplies and materials to maintain writing portfolios for students in K-5</li> <li>* update 2 laptop carts</li> <li>* replace 2 classroom Smartboards</li> <li>* IXL</li> </ul>				
<p><b>[S 1.2] Professional Development</b> Provide professional development for teachers and support staff 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>Benchmark Indicator</b> Implementation:</p> <ul style="list-style-type: none"> <li>* Monthly PD Sign-in Sheets</li> <li>* Monthly Post PD Feedback Surveys</li> </ul> <p>Effectiveness Measure:</p> <ul style="list-style-type: none"> <li>* PD Attendance: At least 85% of teachers and staff will attend each professional development session. Attendance will be tracked using sign-in sheets for every session. This will lead to a 15% increase in student proficiency on quarterly common assessments (Fall Winter Spring)</li> <li>* PD Feedback: Post-PD surveys will be administered after each session, with a target of at</li> </ul>	<p><b>[A 1.2.1] High Quality Professional Development</b> School leaders and teachers will attend Professional Development provided by MSCS and Zone 4.</p> <ul style="list-style-type: none"> <li>· Throughout the school year, the district and the school will provide specific, job-embedded, professional development to meet the needs of the instructional staff as identified by teacher evaluation or assessment results.</li> <li>· Professional development will build capacity for high-quality instruction, positively impact academic achievement, and meet the needs of educators in the school.</li> </ul> <p><b>**We plan to focus professional development in the following areas:**</b></p> <p><b>***Student Discourse and Total Participation Techniques***</b></p> <p><b>**Expected Outcome**:</b></p> <ul style="list-style-type: none"> <li>* Increased student engagement in classroom discussions, leading to improved critical thinking and comprehension skills.</li> <li>* <b>**Measurement**:</b> Observation of classroom</li> </ul>	<p>Martha Mason, Dena Cullen, LAtosha Wiseman, Sandra Autry, Javorah Davis</p>	<p>05/30/2025</p>	<p>Title I, Fund 1</p>	

<p>least 80% of participants rating the session as "useful" or "very useful" for improving their instructional practices. Leading 75% of teachers scoring a level 3 or higher on formal TEM observations each semester.</p>	<p>participation and higher-order thinking during discussions; improvement in student performance on assessments requiring written or oral explanations.</p> <p>***Focus on High Impact Strategies***</p> <p>**Expected Outcome**:</p> <p>* Enhanced student achievement through the consistent use of research-based, high-impact instructional strategies.</p> <p>* **Measurement***: Improved scores on formative and summative assessments; increased mastery of learning objectives as evidenced by student work samples.</p> <p>***Literacy Workstations and Small Group Rotations***</p> <p>**Expected Outcome**:</p> <p>* Improved literacy skills, particularly in reading comprehension and fluency, as students receive more personalized instruction tailored to their needs.</p> <p>* **Measurement***: Growth in reading levels on iReady assessments and progress monitoring tools; increased percentage of students reading at or above grade level.</p> <p>***Foundational Skills Development, Including High-Frequency Words***</p> <p>**Expected Outcome**:</p>				
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	<p>* Improved early literacy skills, particularly in K-2 students, leading to higher proficiency rates in foundational reading skills.</p> <p>* <b>Measurement</b>: Increased mastery of high-frequency words; growth in early literacy assessment scores.</p> <p><b>Academic Vocabulary Development</b></p> <p><b>Expected Outcome</b>:</p> <p>* Expanded student vocabulary across all grade levels, resulting in improved reading comprehension and performance on standardized assessments.</p> <p>* <b>Measurement</b>: Improvement in reading comprehension scores; increased use of academic vocabulary in student writing and oral responses.</p> <p><b>Writing Development Instructional Strategies</b></p> <p><b>Expected Outcome</b>:</p> <p>* Enhanced writing skills across all grade levels, leading to better performance in writing assessments and a greater ability to express complex ideas.</p> <p>* <b>Measurement</b>: Improvement in writing scores on district and state assessments; increased student proficiency in various writing genres.</p> <p><b>Technology Integration Strategies</b></p> <p><b>Expected Outcome</b>:</p> <p>* Increased student engagement and achievement</p>				
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	<p>through the effective use of technology in the classroom, supporting diverse learning styles and needs.</p> <p>* **Measurement***: Growth in digital literacy skills; positive feedback from students and teachers on the use of technology to enhance learning; improved academic outcomes in tech-integrated lessons.</p>				
	<p><b>[A 1.2.2] Professional Learning Communities</b> **[A 1.2.2] Professional Learning Communities**</p> <p>Teachers will meet with PLC Coach/Instructional Coach weekly in professional learning communities,</p> <p>PLC members will analyze formative and benchmark assessment data weekly and quarterly</p> <p>* Teams will develop action plans to address deficits and enrichment weekly and quarterly * Teams will complete collaborative planning and deliberate practice weekly * The PLC Coach/Instructional Coach will provide frequent, effective coaching and mentoring that is based on informal observations and formal evaluations. * Increased development and use of common formative and summative assessments will be tracked through PLC meeting minutes and data trackers. * 100% of ELA teachers will consistently utilize data-driven instruction by analyzing student performance data to inform and adjust their teaching practice. * Teacher teams will create tailored instructional calendars and schedules to increase the efficacy of instructional time.</p>	<p>Martha Mason, Dena Cullen, Latosha Wiseman, Sandra Autry, Javorah Davis</p>	<p>05/30/2025</p>	<p>Title I, Fund 1</p>	
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b> Provide academic interventions and personalized learning activities using an individualized learning</p>	<p><b>[A 1.3.1] Engaging SWD and ELs</b> Special Education teachers will provide professional development and participate in collaborative planning to improve achievement of</p>	<p>Martha Mason, Dena Cullen, Latosha Wiseman,</p>	<p>05/30/2025</p>	<p>Title I, Fund 1</p>	

<p>pace and a variety of instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p><b>Benchmark Indicator</b></p> <p><b>**Goal**</b>: Enhance student achievement by tailoring instruction and interventions to individual learning needs through data-driven decision-making.</p> <p>#### <b>**Implementation**</b>:</p> <p>* <b>**iReady Diagnostic Reports**</b>: Administer iReady diagnostic assessments three times a year (Fall, Winter, Spring) to identify student strengths and areas of need.</p> <p>* <b>**RTI Walkthrough Tool (Fidelity Checks)**</b>: Conduct <b>**bi-weekly RTI fidelity checks**</b> using the RTI Walkthrough Tool to ensure interventions are implemented with fidelity.</p> <p>* <b>**Comprehensive Student Review Sheets (CSRS)**</b>: Review student data bi-weekly using the CSRS to ensure personalized interventions are aligned with student progress and learning goals.</p> <p>* <b>**Summer Learning Opportunity Review**</b>: Conduct bi-weekly reviews of grade reports for students who participated in summer learning opportunities to monitor their ongoing progress.</p> <p>####</p> <p>#### <b>**Effectiveness Measure**</b>:</p> <p><b>**Student Growth on Diagnostic Assessments**</b>:</p> <ul style="list-style-type: none"> <li>+ <b>**Metric**</b>: <b>**80% of students**</b> will meet or exceed standard growth expectations based on diagnostic assessments.</li> <li>+ <b>**Frequency**</b>: Measured <b>**three times a year**</b> during Fall, Winter, and Spring diagnostic assessments.</li> <li>+ <b>**Leading to**</b>: A <b>**15% increase in overall student proficiency**</b> on end-of-year summative assessments.</li> </ul>	<p>students with disabilities.'</p> <p>* The ESL teachers will provide professional development and participate in collaborative planning to improve achievement of English Language Learners.</p>	<p>Taylor Mohn, Abigail Berends, Delaine Mays, Ellen Weatherly, Berenice Campos</p>			
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<p><b>**RTI Student Data Monitoring**:</b></p> <ul style="list-style-type: none"> <li>+ <b>**Metric**:</b> <b>**100% of RTI students**</b> will have their data monitored and reviewed to ensure interventions are adjusted as needed.</li> <li>+ <b>**Frequency**:</b> <b>**Monthly monitoring**</b> of RTI data to track progress and refine interventions using the CSRS audit tool.</li> <li>+ <b>**Leading to**:</b> <b>**A reduction of at least 10% in the number of students requiring Tier 3 interventions**</b> by the end of the school year.</li> </ul> <p><b>**RTI Fidelity Checks**:</b></p> <ul style="list-style-type: none"> <li>+ <b>**Metric**:</b> RTI providers will undergo fidelity checks to ensure consistent and accurate implementation of interventions.</li> <li>+ <b>**Frequency**:</b> <b>**Direct fidelity checks**</b> will be conducted <b>**once per semester**</b>, and <b>**indirect fidelity checks**</b> will occur <b>**twice per quarter**</b>.</li> <li>+ <b>**Leading to**:</b> <b>**Increased student growth in RTI groups**</b>, with <b>**70% of RTI students**</b> meeting or exceeding growth expectations on quarterly progress monitoring assessments.</li> </ul>					
	<p><b>[A 1.3.2] Literacy Interventions</b></p> <ul style="list-style-type: none"> <li>* Teachers, assistants, and volunteers will help improve the academic growth of low-achieving students in reading, including those in subgroups.</li> <li>* The faculty will continue to provide an academic response to intervention (RTI2) and other focused supplemental supports (tutoring) to improve achievement and close gaps in Reading.</li> <li>* Teachers will receive supplemental materials from Curriculum Associates (Reading and Writing). These texts are designed to supplement the core curriculum by giving students more rigorous tasks that aligned with the Tennessee State Standards and increase academic achievement on TCAP.</li> <li>* Teachers will place an intentional focus on mastery on WH Brewster Formative Assessment</li> </ul>	<p>Martha Mason, Dena Cullen, Sandra Autry, Berends, Weatherly, Mays, Campos</p>	<p>05/30/2025</p>	<p>Title I, Fund 1</p>	



	<p>Standards.</p> <ul style="list-style-type: none"> <li>* Teacher teams will participate in weekly standards-driven collaborative planning sessions</li> <li>* Teacher teams will participate in vertical planning each month</li> <li>* Teacher teams will plan for utilization of flex days for reteaching and targeted support</li> <li>* Support teachers and TAs will provide student support during RTI2 block</li> <li>* ESL teachers will provide support in ELD in lieu of RTI2 for identified ELLs</li> <li>* School-wide RTI2 block will be implemented and monitored daily</li> <li>* School leaders and teachers will provide parent engagement strategies with an academic focus.</li> </ul>				
	<p><b>[A 1.3.3] Tutoring</b>  ** **William H. Brewster Elementary School will participate in district-wide tutoring programs</p>	<p>Martha Mason, Peggy Myers</p>	<p>05/25/2025</p>		
<p><b>[S 1.4] Recruit and Retain Highly Effective Educators</b>  Dr. William H. Brewster Elementary School will recruit and retain highly effective educators and instructional staff, and we will make strategic placement adjustments to improve student achievement in all grades and subgroups..</p> <p><b>Benchmark Indicator</b>  <b>**Goal**</b>: Increase the retention and recruitment of highly qualified educators to improve instructional quality and student outcomes.</p> <p><b>#### **Implementation:**</b></p> <p>* <b>**Climate and Culture Surveys**</b>: Conduct surveys to assess school climate and educator satisfaction.</p> <p>* <b>**Educator Feedback on School Leader Surveys**</b>: Gather feedback from teachers regarding the effectiveness of school leadership.</p> <p>* <b>**Mentoring Program**</b>: Implement a structured mentoring program for new and pre-service</p>	<p><b>[A 1.4.1] New Teacher Mentors</b></p> <ul style="list-style-type: none"> <li>* Novice and new to the district teachers will participate in the school's New Teacher Mentor program.</li> <li>* Teachers will be provided with actionable information on the curriculum, technology, classroom management, and district mandates.</li> <li>* Teachers will have opportunities to increase capacity to improve student achievement by participating in this program.</li> <li>* School leaders will invite feedback through surveys, PLC meetings, and the principal's advisory committee that will lead to improved collaboration and teacher satisfaction</li> </ul>	<p>Martha Mason, Dena Cullen, Latosha Wiseman, Tatyana Crowder, Sanra Autry</p>	<p>05/30/2025</p>	<p>Title I, Fund I</p>	

<p>teachers to support professional growth and retention.</p> <p>####</p> <p>####</p> <p><b>Effectiveness Measure:</b></p> <ul style="list-style-type: none"> <li>* <b>Filling Educator Positions:</b> <ul style="list-style-type: none"> <li>+ <b>Metric:</b> 100% of educator and SEA (School Educational Assistant) positions will be filled at the start of each school year.</li> <li>+ <b>Frequency:</b> Verified annually in the Fall.</li> <li>+ <b>Leading to:</b> Increased instructional consistency, contributing to a 10% increase in student achievement on state assessments by the end of the school year.</li> </ul> </li> <li>* <b>Highly Qualified Teachers:</b> <ul style="list-style-type: none"> <li>+ <b>Metric:</b> 100% of teachers will meet the "highly qualified" status, ensuring they hold the necessary credentials and certifications.</li> <li>+ <b>Frequency:</b> Verified annually during the Fall semester.</li> <li>+ <b>Leading to:</b> A 15% reduction in teacher turnover, ensuring stability in instructional practices and improving student engagement and outcomes.</li> </ul> </li> <li>* <b>Mentoring Program Effectiveness:</b> <ul style="list-style-type: none"> <li>+ <b>Metric:</b> 85% of new and pre-service teachers will participate in the mentoring program and report satisfaction with the support provided.</li> <li>+ <b>Frequency:</b> Measured through mid-year and end-of-year surveys.</li> <li>+ <b>Leading to:</b> Increased teacher retention, particularly among early-career teachers, resulting in a 10% increase in teacher retention rates year-over-year.</li> </ul> </li> </ul>					
	<p><b>[A 1.4.2] Teacher Feedback and Development</b>  School leaders will improve educator satisfaction and retention by:</p>	Martha Mason, Dena Cullen, Latosha	05/30/2025	Title I, Fund 1	

	<ul style="list-style-type: none"> <li>* Inviting feedback in PLC meetings and surveys</li> <li>* Analyzing cultural surveys to identify areas for improvement</li> <li>* Principal Advisory Committee meetings for teachers to articulate solutions to school-wide issues</li> <li>* Providing regular feedback based on informal walkthrough data</li> <li>* Helping identify areas of strength and development</li> <li>* Giving critical feedback about performance (informally)</li> <li>* Recognizing accomplishments publicly in faculty meetings, PLC meetings, and newsletters</li> <li>* Informing teachers that they are high performing</li> <li>* Identifying opportunities for teacher leader roles</li> <li>* Putting teachers in charge of projects that lead to improved student achievement</li> <li>* Providing teachers with access to additional resources for their classroom</li> </ul>	Wiseman, Sandra Autry			
	<p><b>[A 1.4.3] Partner with Teacher Preparation Program Providers</b></p> <ul style="list-style-type: none"> <li>* Continue to place pre-service teachers for practicum experience and invite identified teachers to fill open teaching positions</li> <li>* Partner with EPPs to mentor and develop pre-service teachers (Memphis Teacher Residency, UofM, etc.)</li> </ul>	Martha Mason, Dena Cullen, Latosha Wiseman, Javorah Davis,	05/30/2025		

**[G 2] Mathematics**

Dr. William H. Brewster Elementary will increase the percentage of students in grades 3-5 meeting or exceeding expectations in mathematics from 22% in 2023 to 30% by May 2025, as measured by the TNReady Assessment.

**Performance Measure**

To enhance student mastery of Tennessee Math Standards by providing rigorous, data-informed instruction and integrating evidence-based practices to support diverse learning needs.

**\*\*Implementation\*\*:**

Regular monitoring using the WH Brewster Classroom Walkthrough Tool and Math Lesson Plan Audits.

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

**\*\*Teacher Use of Data-Informed Instruction\*\*:**

**\*\*Metric\*\*:** 80% of teachers will consistently use data-informed instruction.

**\*\*Frequency\*\*:** Assessed through bi-weekly classroom observations and lesson plan reviews throughout the 2024-2025 school year.

**\*\*Student Performance on Formative Assessments\*\*:**

**\*\*Metric\*\*:** 70% of students will meet or exceed expectations.

**\*\*Frequency\*\*:** Measured quarterly using WH Brewster Formative Assessments during the 2024-2025 school year.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b> Dr. William H. Brewster Elementary will enhance student engagement and mastery of key mathematical concepts by ensuring daily access to standards-aligned, data-informed instruction.</p> <p><b>Benchmark Indicator</b> <b>**Goal**:</b> Ensure that teachers consistently deliver instruction aligned with state standards to improve student outcomes.</p> <p><b>#### **Implementation**:</b></p> <p><b>**Walkthroughs and Lesson Plan Audits**:</b> Conduct <b>**bi-weekly walkthroughs**</b> and <b>**lesson plan audits**</b> to ensure teachers are using standards-aligned instruction. Feedback will be provided to teachers to make necessary instructional adjustments.</p> <p><b>**Data-Informed Instruction**:</b> Teachers will be trained and expected to use data from formative assessments to inform their lesson planning and instruction.</p> <p><b>####</b></p> <p><b>#### **Effectiveness Measure**:</b></p> <p><b>**Teacher Use of Standards-Aligned Instruction**:</b> + <b>**Metric**:</b> <b>**80% of teachers**</b> will consistently</p>	<p><b>[A 2.1.1] Rigorous Mathematics Instructional Strategies</b> Teachers will implement instructional strategies that are rigorously aligned with Tennessee Math Standards, ensuring that all students are challenged, supported, and able to achieve mastery of key mathematical concepts. This includes:</p> <p><b>**Data-Informed Instruction**:</b> Utilize data from formative assessments to tailor instruction to student needs, focusing on areas where students demonstrate gaps in understanding.</p> <p><b>**Literacy Integration in Math**:</b> Enhance students' mathematical literacy by integrating reading and writing strategies into math instruction. This includes the use of math journals, word problems, and math-related texts.</p> <p><b>**Differentiated Instruction**:</b> Provide personalized learning experiences using platforms like iReady, which offers differentiated instruction based on individual student performance.</p> <p><b>**STEAM Integration**:</b> Incorporate Science, Technology, Engineering, Arts, and Mathematics (STEAM) opportunities to deepen students' understanding of math concepts through hands-on, real-world applications.</p> <p><b>**Professional Development**:</b> Engage teachers in professional development focused on</p>	<p>M. Mason, Dena Cullen, S. Autry, Dobbs</p>	<p>05/30/2025</p>	<p>Title I, Fund I</p>	

<p>use standards-aligned instruction in their classrooms.</p> <p>+ <b>Frequency</b>: Assessed through <b>bi-weekly walkthroughs</b> and lesson plan reviews.</p> <p>+ <b>Leading to</b>: <b>A 10% increase in student mastery</b> on quarterly assessments across core subjects.</p> <p>* <b>Data-Informed Instruction</b>:</p> <p>+ <b>Metric</b>: By the end of the 2024-2025 school year, <b>80% of teachers</b> will use data to adjust and improve instruction.</p> <p>+ <b>Frequency</b>: Monitored through <b>bi-weekly classroom observations</b> and <b>lesson plan audits</b>.</p> <p>+ <b>Leading to</b>: <b>An improvement in student growth</b> on formative assessments, resulting in a <b>15% increase in student proficiency</b> by the end of the year.</p> <p>* <b>Student Performance on Formative Assessments</b>:</p> <p>+ <b>Metric</b>: <b>70% of students</b> will meet or exceed expectations on formative assessments aligned with state standards.</p> <p>+ <b>Frequency</b>: Measured <b>quarterly</b> throughout the 2024-2025 school year using WH Brewster Formative Assessments.</p> <p>+ <b>Leading to</b>: <b>A 10% decrease in the number of students requiring Tier 2 and Tier 3 interventions</b> by the end of the school year.</p>	<p>high-impact instructional strategies, such as Total Participation Techniques, RTI implementation, and the use of technology in the classroom.</p> <p>* <b>Increased Support for At-Risk Students</b>: Implement additional support mechanisms, including after-school tutoring and targeted interventions, to address learning loss and improve outcomes for at-risk students.</p> <p>* <b>Attendance Incentives</b>: Motivate student participation through attendance incentives that are directly tied to academic progress and engagement in mathematics.</p> <p>* <b>Math Fact Fluency</b>: Implement fact fluency programs, such as "Beat the Clock," where students are incentivized to master basic math facts quickly and accurately.</p>				
	<p><b>[A 2.1.2] Rich Learning Environment</b></p> <p>Dr. William H. Brewster Elementary School will improve student achievement by providing the following:</p> <ul style="list-style-type: none"> <li>* computers</li> <li>* chart paper</li> <li>* student markers</li> <li>* printing ink</li> <li>* document cameras</li> <li>* supplemental materials from Mastery Education, ABC Book Company, and Curriculum Associates</li> <li>* math manipulatives</li> </ul>	<p>Martha Mason, Dena Cullen, S. Autry, W. Dobbs</p>	<p>05/30/2025</p>		

	<ul style="list-style-type: none"> <li>* individual student white boards</li> <li>* STEAM instructional materials and kits</li> <li>* IXL</li> </ul>				
<p><b>[S 2.2] Professional Development</b> Provide ongoing, high quality professional development I for teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b> Implementation:</p> <ul style="list-style-type: none"> <li>* Monthly PD Sign-in Sheets</li> <li>* Monthly Post PD Feedback Surveys</li> </ul> <p>Effectiveness Measure:</p> <ul style="list-style-type: none"> <li>* PD Attendance: At least 85% of teachers and staff will attend each professional development session. Attendance will be tracked using sign-in sheets for every session. This will lead to a 15% increase in student proficiency on quarterly common assessments (Fall Winter Spring)</li> <li>* PD Feedback: Post-PD surveys will be administered after each session, with a target of at least 80% of participants rating the session as "useful" or "very useful" for improving their instructional practices. Leading 75% of teachers scoring a level 3 or higher on formal TEM observations each semester.</li> </ul>	<p><b>[A 2.2.1] High Quality Professional Development</b> School leaders and teachers will attend Professional Development. Throughout the school year, the school will provide specific, job embedded, professional development to meet the needs of the instructional staff as identified by teacher evaluation or assessment results. Professional development will build capacity for high quality instruction, positively impact academic achievement, and meet the needs of educators in the school.</p> <p>We will place more professional development focus on the following areas:</p> <ul style="list-style-type: none"> <li>* <b>Mathematics Collaborative Planning</b></li> <li>+ <b>Expected Student Outcome</b>: Improved student mastery of mathematical concepts through consistent, well-coordinated instruction across grade levels.</li> <li>+ <b>Measurement</b>: Increased student performance on math assessments and greater alignment of student work to grade-level standards.</li> <li>* <b>Technology Integrated Learning Strategies</b></li> <li>+ <b>Expected Student Outcome</b>: Enhanced student engagement and learning outcomes through the effective use of technology in math instruction.</li> <li>+ <b>Measurement</b>: Growth in digital literacy skills, increased participation in tech-integrated lessons, and improved scores on technology-enhanced assessments.</li> </ul>	Martha Mason, Dena Cullen, S. Autry, W. Dobbs	05/30/2025	Title I, Fund 1	

\* \*\*RTI Implementation with Fidelity\*\*  
+ \*\*Expected Student Outcome\*\*: Accelerated progress for students identified for Tier 2 and Tier 3 interventions, leading to closing achievement gaps in mathematics.  
+ \*\*Measurement\*\*: Measurable improvement in targeted math skills for RTI students, as tracked by progress monitoring tools and reduction in the number of students requiring intensive interventions.

\* \*\*Small Group Instruction\*\*  
+ \*\*Expected Student Outcome\*\*: Increased student achievement in mathematics through personalized, targeted instruction that meets individual learning needs.  
+ \*\*Measurement\*\*: Improved math scores on formative assessments, increased student participation in small group activities, and higher rates of concept mastery.

\* \*\*Deliberate Practice with Gradual Release of Responsibility\*\*  
+ \*\*Expected Student Outcome\*\*: Greater student independence and proficiency in solving mathematical problems through structured, intentional instruction.  
+ \*\*Measurement\*\*: Increased student ability to work independently on complex math tasks, demonstrated through classroom observations and assessments.

\* \*\*Checks for Understanding and Aggressive

	<p>Monitoring Techniques**</p> <p>+ **Expected Student Outcome**: Higher student achievement in mathematics through real-time feedback and adjustments to instruction based on student understanding.</p> <p>+ **Measurement**: More accurate and timely identification of student misconceptions, leading to improved performance on subsequent assessments and increased overall math proficiency.</p>				
	<p><b>[A 2.2.2] Professional Learning Communities</b>  Teachers will meet with PLC Coach and Principal weekly in professional learning communities</p> <ul style="list-style-type: none"> <li>* Teams will study formative and benchmark assessment data on assessments weekly and quarterly</li> <li>* Teams will develop action plans for small groups to address support and enrichment</li> <li>* Teams will utilize the Looking at Student Work Protocol to analyze student work and ensure that lesson tasks are aligned to the rigor of the standards and identify student misconceptions</li> <li>* The PLC Coach, Principal, and Mathematics Content Leads will provide frequent and effective coaching and mentoring to teachers that is based on observation and evaluation data</li> <li>* Increased development and use of common formative and summative assessments will be tracked through PLC meeting minutes and data trackers</li> <li>* 100% of Mathematics teachers will consistently utilize data-driven instruction by analyzing student performance data to inform and adjust their teaching practices.</li> <li>* Teacher teams will create tailored instructional calendars to increase the efficacy of instructional time</li> </ul>	<p>Martha Mason,  Dena Cullen,  S. Autry, W.  Dobbs</p>	<p>05/30/2025</p>	<p>Title I, Fund  1</p>	
	<p><b>[A 2.2.3] STEAM Professional Development</b>  The principal and the Science content lead will provide frequent PD to teachers and instructional</p>	<p>Martha Mason,  Iris Myers</p>	<p>05/30/2025</p>	<p>Title I, Fund  1</p>	



	<p>staff in order to integrate STEAM opportunities across content areas, particularly in mathematics and science.</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>Benchmark Indicator</b>  <b>**Goal**:</b> Enhance student achievement by tailoring instruction and interventions to individual learning needs through data-driven decision-making.</p> <p>#### <b>**Implementation:**</b></p> <p>* <b>**iReady Diagnostic Reports**:</b> Administer iReady diagnostic assessments three times a year (Fall, Winter, Spring) to identify student strengths and areas of need.          * <b>**RTI Walkthrough Tool (Fidelity Checks)**:</b> Conduct <b>**bi-weekly RTI fidelity checks**</b> using the RTI Walkthrough Tool to ensure interventions are implemented with fidelity.          * <b>**Comprehensive Student Review Sheets (CSRS)**:</b> Review student data bi-weekly using the CSRS to ensure personalized interventions are aligned with student progress and learning goals.          * <b>**Summer Learning Opportunity Review**:</b> Conduct bi-weekly reviews of grade reports for students who participated in summer learning opportunities to monitor their ongoing progress.          ####</p> <p>#### <b>**Effectiveness Measure:**</b></p> <p>* <b>**Student Growth on Diagnostic Assessments**:</b>          + <b>**Metric**:</b> <b>**80% of students**</b> will meet or exceed standard growth expectations based on diagnostic assessments.</p>	<p><b>[A 2.3.1] Mathematics Interventions</b></p> <ul style="list-style-type: none"> <li>* Teachers will continue to provide an academic response to intervention (RTI2) and other focused supplemental supports (tutoring) to improve achievement and close gaps in Mathematics</li> <li>* Teachers will also receive supplemental materials from Curriculum Associates (Math), Measuring Up, and Get Ready. These texts are designed to supplement the core curriculum by giving students more rigorous tasks that aligned to the Tennessee State Standards and increase academic achievement on TCAP.</li> <li>* Teachers will place an intentional focus on mastery for WH Brewster Formative Assessment Standards.</li> <li>* Teachers will participate in weekly standards driven collaborative planning sessions</li> <li>* Teachers will engage in vertical planning each month</li> <li>* Teachers will plan for utilization of flex days for item analysis and reteaching</li> <li>* Support teachers and teacher assistants will support mathematics interventions during the schoolwide RTI2 block</li> <li>* School leaders will provide parental engagement strategies with an academic focus.</li> </ul>	<p>Martha Mason,          Dena Cullen,          Sandra Autry</p>	<p>05/30/2025</p>	<p>Title I, Fund          1</p>	

<p>+ <b>Frequency</b>: Measured <b>three times a year</b> during Fall, Winter, and Spring diagnostic assessments.</p> <p>+ <b>Leading to</b>: A <b>15% increase in overall student proficiency</b> on end-of-year summative assessments.</p> <p>* <b>RTI Student Data Monitoring</b>:</p> <p>+ <b>Metric</b>: <b>100% of RTI students</b> will have their data monitored and reviewed to ensure interventions are adjusted as needed.</p> <p>+ <b>Frequency</b>: <b>Monthly monitoring</b> of RTI data to track progress and refine interventions using the CSRS audit tool.</p> <p>+ <b>Leading to</b>: <b>A reduction of at least 10% in the number of students requiring Tier 3 interventions</b> by the end of the school year.</p> <p>* <b>RTI Fidelity Checks</b>:</p> <p>+ <b>Metric</b>: RTI providers will undergo fidelity checks to ensure consistent and accurate implementation of interventions.</p> <p>+ <b>Frequency</b>: <b>Direct fidelity checks</b> will be conducted <b>once per semester</b>, and <b>indirect fidelity checks</b> will occur <b>twice per quarter</b>.</p> <p>+ <b>Leading to</b>: <b>Increased student growth in RTI groups</b>, with <b>70% of RTI students</b> meeting or exceeding growth expectations on quarterly progress monitoring assessments.</p>					
	<p><b>[A 2.3.2] Tutoring</b> Dr. W.H. Brewster Elementary School will offer tutoring for mathematics outside of the school day.</p>	<p>Martha Mason, Dena Cullen, Latosha Wiseman, Peggy Myers</p>	<p>05/30/2025</p>	<p>Title 1, Fund 1</p>	
<p><b>[S 2.4] Recruit and Retain Highly Effective Educators</b> Dr. William H. Brewster Elementary School will recruit and retain highly effective educators and instructional staff, and we will make strategic placement adjustments to improve student achievement in all grades and subgroups.</p> <p><b>Benchmark Indicator</b></p>	<p><b>[A 2.4.1] New Teacher Mentors</b> Novice and new to the district teachers will participate in the school's New Teacher Mentor program.</p> <p>* Teachers will be provided with actionable information on the curriculum, technology, classroom management, and district mandates. * Teachers will have opportunities to increase</p>	<p>Martha Mason, Dena Cullen, Sandra Autry, Latosha Wiseman, Tatyana Crowder</p>	<p>05/23/2025</p>	<p>Title 1, Fund 1</p>	

<p><b>**Goal**</b>: Increase the retention and recruitment of highly qualified educators to improve instructional quality and student outcomes.</p> <p><b>#### **Implementation**</b></p> <p><b>**Climate and Culture Surveys**</b>: Conduct surveys to assess school climate and educator satisfaction.</p> <p><b>**Educator Feedback on School Leader Surveys**</b>: Gather feedback from teachers regarding the effectiveness of school leadership.</p> <p><b>**Mentoring Program**</b>: Implement a structured mentoring program for new and pre-service teachers to support professional growth and retention.</p> <p><b>####</b></p> <p><b>#### **Effectiveness Measure**</b></p> <p><b>**Filling Educator Positions**</b>:</p> <ul style="list-style-type: none"> <li>+ <b>**Metric**</b>: <b>**100% of educator and SEA (School Educational Assistant) positions**</b> will be filled at the start of each school year.</li> <li>+ <b>**Frequency**</b>: Verified annually in the Fall.</li> <li>+ <b>**Leading to**</b>: <b>**Increased instructional consistency**</b>, contributing to a <b>**10% increase in student achievement**</b> on state assessments by the end of the school year.</li> </ul> <p><b>**Highly Qualified Teachers**</b>:</p> <ul style="list-style-type: none"> <li>+ <b>**Metric**</b>: <b>**100% of teachers**</b> will meet the "highly qualified" status, ensuring they hold the necessary credentials and certifications.</li> <li>+ <b>**Frequency**</b>: Verified annually during the Fall semester.</li> <li>+ <b>**Leading to**</b>: <b>**A 15% reduction in teacher turnover**</b>, ensuring stability in instructional practices and improving student engagement and outcomes.</li> </ul> <p><b>**Mentoring Program Effectiveness**</b>:</p> <ul style="list-style-type: none"> <li>+ <b>**Metric**</b>: <b>**85% of new and pre-service teachers**</b> will participate in the mentoring program</li> </ul>	<p>capacity to improve student achievement by participating in this program.</p> <p>* School leaders will invite feedback through surveys, PLC meetings, and the principal's advisory committee that will lead to improved collaboration and teacher satisfaction.</p>				
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<p>and report satisfaction with the support provided.  + <b>Frequency</b>: Measured through mid-year and end-of-year surveys.  + <b>Leading to</b>: <b>Increased teacher retention</b>, particularly among early-career teachers, resulting in <b>a 10% increase in teacher retention rates</b> year-over-year.</p>					
	<p><b>[A 2.4.2] Teacher Feedback and Development</b>  School leaders will improve educator satisfaction and retention by:</p> <ul style="list-style-type: none"> <li>* Inviting feedback in PLC meetings and surveys</li> <li>* Analyzing cultural surveys to identify areas for improvement</li> <li>* Principal Advisory Committee meetings for teachers to articulate solutions to school-wide issues</li> <li>* Providing regular feedback based on informal walkthrough data</li> <li>* Helping identify areas of strength and development</li> <li>* Giving critical feedback about performance (informally)</li> <li>* Recognizing accomplishments publicly in faculty meetings, PLC meetings, and newsletters</li> <li>* Informing teachers that they are high performing</li> <li>* Identifying opportunities for teacher leader roles</li> <li>* Putting teachers in charge of projects that lead to improved student achievement</li> <li>* Providing teachers with access to additional resources for their classroom</li> </ul>	<p>Martha Mason,  Dena Cullen,  Sandra Autry,  Latosha Wiseman</p>	<p>05/23/2025</p>	<p>Title I, Fund 1</p>	
	<p><b>[A 2.4.3] Partner with Teacher Preparation Program Providers</b></p> <ul style="list-style-type: none"> <li>* Continue to place pre-service teachers for practicum experience and invite identified teachers to fill open teaching positions</li> <li>* Partner with EPPs to mentor and develop pre-service teachers (Memphis Teacher Residency, UofM, etc.)</li> </ul>	<p>Martha Mason,  Dena Cullen,  Sandra Autry,  Latosha Wiseman</p>	<p>05/23/2025</p>	<p>Title I, Fund 1</p>	

**[G 3] Safe and Healthy Students**

By June, 2024, Dr. W. H. Brewster Elementary School will decrease the percentage of students who are chronically out of school to at or below 5.9%.

**Performance Measure**

Interventions and supports will be measured using the following:

- \* PowerSchool Data
- \* PowerBI Data
- \* Share Point
- \* SART documentation for at-risk students

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Improve Student Attendance</b> Implement a comprehensive attendance improvement program that includes regular monitoring of attendance data, personalized outreach to families, and incentive programs to encourage consistent attendance.</p> <p><b>Benchmark Indicator</b> Goal: Ensure students attend school regularly and exhibit positive behavior, contributing to improved academic performance.</p> <p>#### **Implementation:**</p> <p>* **Attendance Monitoring***: Track attendance through **weekly reports** and hold **monthly SART (School Attendance Review Team) meetings** to identify students at risk of chronic absenteeism and implement interventions.</p> <p>* **Behavior Interventions***: Implement behavior support plans for students requiring additional behavior management interventions, using behavior tracking tools and regular progress monitoring.</p> <p>* **Parental Engagement***: Engage families through communication about the importance of attendance and provide resources for addressing attendance barriers.</p> <p>####</p>	<p><b>[A 3.1.1] Improve Student Attendance</b> Dr William H. Brewster Elementary will implement a comprehensive attendance improvement program that includes regular monitoring of attendance data, personalized outreach to families, and incentive programs to encourage consistent attendance. The goal is to reduce chronic absenteeism by addressing the root causes of absenteeism and motivating students and families to prioritize regular school attendance.</p> <p>Monthly attendance reviews, bi-weekly outreach to families of at-risk students, and quarterly attendance incentive programs.</p> <p>The Student Attendance Review Team (SART), led by Latosha Wiseman and supported by Peggy Myers, classroom teachers, and Behavior Specialist will:</p> <ul style="list-style-type: none"> <li>* Track attendance using PowerSchool and PowerBi weekly.</li> <li>* Conduct home visits or phone calls for students with excessive absences as needed.</li> <li>* Provide incentives such as perfect attendance awards, participation in E-Parties, and school-wide Fun Days monthly.</li> <li>* Offer support services to families facing challenges that impact attendance, such as transportation or health-related issues as needed.</li> </ul>	<p>Latosha Wiseman, Peggy Myers, DeAngelo Mayes</p>	<p>05/23/2025</p>	<p>Fund 1</p>	

<p>#### <b>Effectiveness Measure:</b></p> <p><b>Average Daily Attendance:</b></p> <ul style="list-style-type: none"> <li>+ <b>Metric:</b> Achieve a <b>90%</b> average daily attendance rate across the school.</li> <li>+ <b>Frequency:</b> Monitored through <b>weekly</b> attendance reports.</li> <li>+ <b>Leading to:</b> <b>A 5%</b> reduction in chronic absenteeism by the end of the 2024-2025 school year.</li> </ul> <p><b>Chronic Absenteeism:</b></p> <ul style="list-style-type: none"> <li>+ <b>Metric:</b> Reduce chronic absenteeism to <b>5.9%</b> or lower by June 2025.</li> <li>+ <b>Frequency:</b> Assessed <b>monthly</b> through SART meetings and attendance data reviews.</li> <li>+ <b>Leading to:</b> <b>Improved academic performance</b>, with a <b>10%</b> increase in student achievement on quarterly assessments among previously chronically absent students.</li> </ul> <p><b>Behavior Support Interventions:</b></p> <ul style="list-style-type: none"> <li>+ <b>Metric:</b> <b>80%</b> of students receiving behavior interventions will demonstrate improved behavior as measured by a reduction in office referrals and disciplinary actions.</li> <li>+ <b>Frequency:</b> Behavior data will be reviewed <b>bi-weekly</b> to assess the effectiveness of support plans.</li> <li>+ <b>Leading to:</b> <b>A 15%</b> improvement in overall classroom engagement, resulting in higher participation rates and a <b>10%</b> increase in student proficiency in key academic areas.</li> </ul>					
	<p><b>[A 3.1.2] Enhance Student Behavior Supports</b>  Dr. William H. Brewster Elementary will implement behavior improvement initiatives that include positive behavior interventions, a School-Wide Discipline Plan, and regular family engagement activities focused on promoting a safe and supportive learning environment.</p> <p>The goal is to reduce behavior incidents by fostering a positive school culture and providing students with the tools and support they need to</p>	Latosha Wiseman, Peggy Myers, DeAngelo Mayes	05/23/2025	Fund 1	

	<p>succeed behaviorally and academically. This will be done through weekly monitoring of behavior data, monthly parent engagement events, and quarterly implementation of school-wide activities that promote positive behavior.</p> <p>The School Behavior Support Team with support from teachers, counselors, and administrators will:</p> <ul style="list-style-type: none"> <li>* Implement the School-Wide Discipline Plan consistently across all classrooms.</li> <li>* Provide professional development for teachers on behavior management strategies and trauma-informed practices.</li> <li>* Organize family engagement events that educate parents on how to support positive behavior at home.</li> <li>* Use of a “Reset Room” within the school where students can go to de-escalate and refocus when needed.</li> </ul>				
<p><b>[S 3.2] Parent, Family, and Community Engagement</b>  Dr. William H. Brewster Elementary will enhance student success by increasing parent, family, and community involvement through targeted activities and initiatives that support student attendance, behavior, and academic performance.</p> <p><b>Benchmark Indicator</b>  <b>**Goal**:</b> Increase parent, family, and community involvement in school events and activities to improve student success.</p> <p><b>#### **Implementation:**</b></p> <p>* <b>**Event Tracking and Feedback**:</b> Track attendance and participation rates at each event, and gather feedback through <b>**post-event surveys**</b> to assess parent satisfaction and the perceived value of events.  * <b>**Communication and Outreach**:</b> Increase outreach efforts through newsletters, social media,</p>	<p><b>[A 3.2.1] Family Engagement Plan and Activities</b>  Dr. William H. Brewster Elementary will implement a series of targeted family engagement activities designed to directly involve parents and guardians in their children's education and reinforce the importance of regular attendance, positive behavior, and academic success. The activities are designed to build stronger relationships between the school and families, enhance parental involvement in educational processes, and create a supportive environment that contributes to student well-being and achievement.</p> <p>Activities that will be scheduled throughout the school year will include:</p> <p><b>**Workshops and Training Sessions**:</b></p> <p>+ <b>**Homework Help and Study Skills**:</b> Provide parents with strategies to support their children's learning at home, with resources such as educational materials and access to online</p>	<p>Martha Mason,  Dena Cullen,  Latosha Wiseman, S. Autry, Peggy Myers</p>	<p>05/30/2025</p>	<p>Title I, Fund 1</p>	

<p>and direct communication to promote family involvement in school activities.</p> <p>* <b>Supportive Resources</b>: Provide parents and families with resources to help them engage in their child’s learning process and navigate challenges, such as literacy nights, workshops, and informational sessions.</p> <p>####</p> <p>#### <b>Effectiveness Measure</b>:</p> <p>* <b>Increase in Parent Participation</b>:</p> <ul style="list-style-type: none"> <li>+ <b>Metric</b>: Achieve a <b>20%</b> increase in parent participation in school events by June 2025 compared to the previous year.</li> <li>+ <b>Frequency</b>: Measured <b>quarterly</b> throughout the school year, with cumulative progress reviewed in June 2025.</li> <li>+ <b>Leading to</b>: <b>Greater family involvement in academic support</b>, resulting in a <b>10%</b> improvement in student attendance and engagement.</li> </ul> <p>* <b>Parent Feedback on Event Value</b>:</p> <ul style="list-style-type: none"> <li>+ <b>Metric</b>: <b>80%</b> of surveyed parents will report that school events were valuable in supporting their child’s education.</li> <li>+ <b>Frequency</b>: Surveys will be administered after each school event, with results aggregated and reviewed <b>quarterly</b>.</li> <li>+ <b>Leading to</b>: <b>Increased collaboration between families and educators</b>, contributing to a <b>15%</b> increase in student academic performance on formative assessments.</li> </ul> <p>* <b>Community Engagement</b>:</p> <ul style="list-style-type: none"> <li>+ <b>Metric</b>: Increase partnerships with local community organizations by <b>10%</b> to provide additional support and resources for students and families.</li> <li>+ <b>Frequency</b>: Partnerships will be reviewed and assessed <b>bi-annually</b>.</li> <li>+ <b>Leading to</b>: <b>Improved access to community resources</b>, leading to a <b>10%</b> reduction in</li> </ul>	<p>platforms like iReady.</p> <ul style="list-style-type: none"> <li>+ <b>Behavior Management</b>: Educate parents on positive behavior reinforcement techniques and the school’s discipline plan, offering take-home materials that align with classroom management strategies.</li> <li>+ <b>Health and Nutrition</b>: Collaborate with local health organizations to offer sessions on healthy eating, exercise, and mental health, with resources like meal planning guides and access to school-based health services.</li> </ul> <p><b>Family Nights and School Events</b>:</p> <ul style="list-style-type: none"> <li>+ <b>STEAM Expo</b>: Engage families in science, technology, engineering, arts, and mathematics activities, showcasing student projects and providing hands-on learning experiences for all ages.</li> <li>+ <b>Literacy Nights/NFL Night</b>: Promote reading and literacy through activities such as book fairs, read-aloud sessions, and literacy games. Provide books and literacy kits for families to take home.</li> <li>+ <b>Cultural Celebrations</b>: Organize events such as Hispanic Heritage Month Celebrations and a School Musical to celebrate diversity and involve families in school culture.</li> </ul> <p><b>Communication and Outreach</b>: Maintain consistent communication with families through:</p> <ul style="list-style-type: none"> <li>+ <b>ClassDojo/Monthly Calendars</b>: Share updates on school events, student achievements, and tips for supporting students at home. Include sections on how Title I funds are being used to support these initiatives.</li> <li>+ <b>PowerSchool</b>: Promote parental access to the online portal where parents can track their child’s</li> </ul>				
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<p>student absenteeism** and behavior issues through additional support services.</p> <p>:</p>	<p>attendance, behavior, and academic progress.(PowerSchool)</p> <p><b>**Incentive Programs**:</b> Develop incentive programs that reward parent participation in school activities, such as:</p> <p>+ <b>**Parent Participation Raffles**:</b> Offer prizes, such as gift cards or school supplies, to parents who attend workshops or volunteer at school events.</p> <p>+ <b>**Recognition Programs**:</b> Recognize and celebrate parents who consistently engage with the school through newsletters and at school events.</p>				
	<p><b>[A 3.2.2] Annual Title I Parent Meeting</b>  School leaders and staff will invite all parents to attend the annual Title I meeting to learn about schoolwide data, the status of the school, and the resources available to assist all students with academics and social-emotional growth.</p>	<p>Martha Mason,  Dena Cullen,  S. Autry,  Latosha Wiseman,  Peggy Myers</p>	<p>09/30/2024</p>		
	<p><b>[A 3.2.3] Establish and Strengthen Community Partnerships</b>  Dr. William H. Brewster Elementary will work to build and sustain community partnerships that provide additional resources, support, and opportunities for students and families, aligning with the school’s goals for improving student attendance, behavior, and academic achievement.</p> <p>Partnership activities will be initiated throughout the school year, with key events and initiatives planned each semester.School leaders and teachers will provide activities that involve community stakeholders and adopters such as :</p> <p>* <b>**Career Day**</b>  * <b>**Volunteer Luncheon**</b>  * <b>** STEAM Expo with volunteers from community partners Wolf River Nature Conservancy and</b></p>	<p>Martha Mason,  Dena Cullen,  Latosha Wiseman,  Peggy Myers,  S. Autry</p>	<p>05/30/2025</p>		

	<p>others**</p> <ul style="list-style-type: none"> <li>* **Performances and opportunities provided by Collage Dance Collective**</li> <li>* **Grizzlies Read to Achieve**</li> <li>* **Arise to Read**</li> <li>* **Jr. Achievement Volunteers**</li> <li>* **Coding/STEAM club volunteers**</li> <li>* **B.U.G. Brewster Urban Garden volunteers**</li> </ul>				
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**[G 4] Early Literacy**

Increase K-2 students' iReady Reading scores by at least 10% from fall to spring by June 2025, ensuring a strong foundation in early literacy skills.

**Performance Measure**

Implementation:

\* iReady Fall, Winter, and Spring Diagnostic

Effectiveness Measure:

\* 10% growth in K-2 students from Fall to Spring as evident on the iReady Reading Spring Diagnostic.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Professional Learning</b> To strengthen and develop teachers' instructional practices in foundational literacy by providing targeted professional development grounded in the science of reading.</p> <p><b>Benchmark Indicator</b> **Goal**: Increase teacher proficiency in literacy instruction and data-driven decision-making to enhance student growth, particularly in reading and literacy.</p> <p>#### **Implementation**:</p> <p>* **PD Attendance and Feedback**: Track attendance at professional development (PD)</p>	<p><b>[A 4.1.1] Foundational Literacy Skills Training</b> Dr. William H. Brewster ELeментарy will provide ongoing professional development for K-2 teachers focused on foundational literacy skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension, using the science of reading as a framework.</p> <p>* The goal is to enhance teachers' ability to deliver high-quality literacy instruction, ensuring that students develop strong foundational reading skills that will support their long-term academic success. * Professional development sessions will be held bi-monthly, with collaborative planning meetings occurring weekly. Teachers will also participate in quarterly book studies to deepen their</p>	<p>Martha Mason, Latosha Wiseman, Sandra Autry, Pamela Burnette, Javorah Davis</p>	<p>05/30/2025</p>	<p>Title I, Fund 1</p>	

<p>sessions using <b>sign-in sheets</b> and gather teacher feedback through <b>post-PD surveys</b>.</p> <p><b>Focused PD Sessions</b>: Deliver PD sessions aimed at building teacher capacity in foundational literacy instruction, differentiation, and data use.</p> <p><b>Ongoing Support</b>: Provide follow-up support and coaching for teachers to apply PD learning in their classrooms, including peer collaboration and instructional coaching.</p> <p>####</p> <p>#### <b>Effectiveness Measure</b>:</p> <p><b>Student Growth in iReady Reading Scores</b>:</p> <ul style="list-style-type: none"> <li>+ <b>Metric</b>: <b>80%</b> of K-2 students will demonstrate at least a 10% growth in iReady Reading scores from Fall to Spring.</li> <li>+ <b>Frequency</b>: Growth will be measured at three key points—Fall (baseline), Winter (mid-year), and Spring (final assessment).</li> <li>+ <b>Leading to</b>: <b>Improved early literacy proficiency</b>, contributing to a <b>10%</b> increase in the number of students reading at or above grade level by the end of the school year.</li> </ul> <p><b>Teacher Confidence in Literacy Instruction</b>:</p> <ul style="list-style-type: none"> <li>+ <b>Metric</b>: By June 2025, <b>85%</b> of teachers will report increased confidence in delivering foundational literacy instruction.</li> <li>+ <b>Frequency</b>: Confidence levels will be assessed through <b>surveys administered twice</b> during the school year—mid-year (January) and end-of-year (June).</li> <li>+ <b>Leading to</b>: <b>Higher instructional effectiveness</b>, resulting in <b>15%</b> growth in student literacy outcomes across all K-2 classrooms.</li> </ul> <p><b>Teacher Implementation of Data-Driven Instruction</b>:</p> <ul style="list-style-type: none"> <li>+ <b>Metric</b>: <b>80%</b> of teachers will consistently use data to inform their instructional practices.</li> <li>+ <b>Frequency</b>: Monitored through <b>bi-weekly classroom observations</b> and lesson plan reviews.</li> </ul>	<p>understanding of early literacy best practices.</p> <ul style="list-style-type: none"> <li>* The ELA Instructional Coach, the Instructional Facilitator and ELA Content Leads, will lead the professional development sessions and provide ongoing coaching and support.</li> <li>* Teachers will engage in standards-based collaborative planning, deliberate practice, and analysis of student work to refine their instructional practices. The use of instructional routines from the Wonders ELA curriculum and the TN Foundational Skills Curriculum Supplement will be emphasized.</li> </ul>				
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<p>+ <b>Leading to</b>: <b>Increased student engagement and personalized learning</b>, leading to a <b>10% improvement in student performance</b> on formative assessments.</p>					
<p><b>[S 4.2] Early Literacy Opportunities</b> 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>.</p> <p><b>Benchmark Indicator</b> <b>Goal</b>: Ensure that daily literacy tasks are aligned with state standards, and provide early learning opportunities that foster academic, social, and emotional development, contributing to improved literacy outcomes by third grade.</p> <p><b>Implementation</b>:</p> <p>* <b>Weekly Task Alignment Reviews</b>: Conduct <b>weekly reviews of student assessment data</b> to monitor alignment of daily instructional tasks with literacy standards.</p> <p>* <b>Benchmark Assessments</b>: Administer <b>three benchmark assessments</b> per year (Fall, Winter, Spring) to track student progress and ensure core instruction is aligned with state literacy standards.</p> <p>* <b>Early Learning Opportunities</b>: Provide additional early learning opportunities such as literacy workshops, parent engagement events, and individualized interventions for students showing early signs of literacy challenges.</p> <p><b>Effectiveness Measure</b>:</p> <p>* <b>Alignment of Daily Tasks with Standards</b>:</p>	<p><b>[A 4.2.1] High Quality Materials and Instruction</b> Dr. William H. Brewster Elementary School will prioritize foundational skills instruction in grades K-5, with targeted support in grades K-2.</p> <p>* All students will have daily access to rigorous Tier I instruction as provided within the Wonders foundational skills curriculum</p> <p>* All students will have periodic access to the <b>TN Foundational Skills Curriculum Supplement</b></p> <p>* K-2 teachers will provide a literacy-rich learning environment</p> <p>* K-2 teachers will implement strategies and materials that are evidence-based and follow the most recent research in the science of how children learn to read.</p> <p>* Teachers will provide time and opportunities for students to practice newly acquired foundational skills, including decoding, encoding, listening, and speaking, during the literacy block.</p> <p>* Teachers will plan for and implement a literacy block that adheres to guidance from the district early literacy advisors regarding time and lesson components, including blended learning, literacy work stations and teacher led small groups.</p> <p>* High frequency word recognition will be assessed, and students will receive incentives.</p> <p>* Specialized intervention will be planned for second grade students who are not meeting mastery of foundational skills standards. The intervention will be provided by the second grade literacy paraprofessional and Arise to Read.</p> <p>* Specialized educational assistants will support foundational skills development in K-2.</p> <p>* Teachers in K-2 will engage in weekly standards-driven collaborative planning and deliberate practice in foundational skills.</p> <p>* Teachers in K-2 will engage in vertical planning</p>	<p>Martha Mason, Dena Cullen, LAtosha Wiseman, Sandra Autry, Pamela Burnette</p>	<p>05/30/2025</p>	<p>Title I, Fund 1</p>	

<p>+ <b>Metric</b>: 80% of daily instructional tasks will be aligned with literacy standards.</p> <p>+ <b>Frequency</b>: Task alignment will be evaluated <b>weekly</b> through assessment data and lesson plan reviews.</p> <p>+ <b>Leading to</b>: Increased student engagement and comprehension, resulting in a 10% improvement in literacy proficiency by the end of the school year.</p> <p>* <b>Student Growth in Literacy Proficiency</b>:</p> <p>+ <b>Metric</b>: 70% of Kindergarten students will demonstrate on-track or mastery levels in literacy by the end of the school year.</p> <p>+ <b>Frequency</b>: Measured through <b>benchmark assessments</b> administered three times per year (Fall, Winter, Spring).</p> <p>+ <b>Leading to</b>: A stronger foundation in early literacy, contributing to a 15% increase in third-grade reading proficiency by the 2025 school year.</p> <p>* <b>Early Learning Engagement</b>:</p> <p>+ <b>Metric</b>: 80% of students identified as at risk for literacy challenges will participate in early learning interventions.</p> <p>+ <b>Frequency</b>: Participation will be monitored <b>monthly</b> and adjusted based on student progress and needs.</p> <p>+ <b>Leading to</b>: Improved literacy outcomes, with a 10% reduction in the number of students requiring intensive reading interventions by third grade.</p>	<p>each month to examine the foundational literacy standards progressions.</p> <p>* School leaders will provide parent engagement</p>				
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