

Cherokee Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts: Cherokee Elementary School will increase ELA meeting or exceeding expectations proficiency rates in all grades 3-5 from 7.2% in 2023 to 12% in 2025.

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Support implementation of standards aligned curricula</p> <p>Rationale -----</p> <p>Teachers will plan and execute standard-aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous ELA 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>Supporting Data -----</p> <p>Starting in the Fall of 2023 our overall Mastery Connect data for ELA showed that we had 18.1%</p>	<p>[A 1.1.1] Implement Standard Aligned Instruction</p> <p>Description -----</p> <p>Grade level teachers will deliver instruction in grade 3rd-5th daily that is aligned to the TN State Standards for English Language Arts. The teachers will utilize the Ready reading, Wonders, Benchmark Assessments, and Project Based Learning daily in whole and small group instruction with 3-5 grade students. In addition, district level instructional practices will be used to support the implementation of standards-aligned instruction.</p> <p>Implementation -----</p> <p>Weekly PLC Meetings</p> <p>Weekly Collaboratives</p>	<p>Tina Smith-Principal , Elizabeth Frison-PLC Coach, Elizabeth Jackson-Instructional Coach,</p>	<p>05/23/2025</p>	<p>Title 1</p>	

<p>of our students who met or exceeded and by the Spring we had 41.2%.</p> <p>Benchmark Indicator Implementation -----</p> <p>Weekly PLC meetings agenda and sign in</p> <p>Weekly Collaborative Planning with agenda and sign in</p> <p>Bi-weekly classroom walkthrough tool</p> <p>Quarterly CFAs</p> <p>Effectiveness -----</p> <p>Weekly PLC meetings with agenda and sign-ins will reflect 100% teacher participation resulting in 25% of students demonstrating increased achievement on bi-weekly assessments at a rate of 10%.</p> <p>85% of the weekly collaborative planning sessions are geared toward real-time coaching and feedback will result in 25% of students demonstrating increased achievement on bi-weekly assessments at a rate of 10%.</p> <p>100% of teachers are using instructional time effectively so that 85% of the classroom instructional time is geared toward Tier 1 instruction daily leading to 25% of students demonstrating increased achievement on bi-weekly assessments at a rate of 10%.</p> <p>Quarterly CFAs will show 30% of our students with at least 70% mastery (Fall/Winter/Spring).</p>	<p>Monthly Data Digs</p> <p>Effectiveness -----</p> <p>90% of teachers will attend weekly PLC meetings and implement newly learned strategies.</p> <p>80% of teachers will implement standards-based instruction as outlined by the MSCS ELA curriculum daily.</p> <p>90% of teachers will attend monthly data digs to utilize data to create small group instruction and reteaching of standards.</p>				
	<p>[A 1.1.2] Conduct Weekly PLC's and Collaborative Planning Description</p>	<p>Elizabeth Frison, Tina Smith, Ashley</p>	<p>05/23/2025</p>	<p>Tag 4</p>	

	<p>-----</p> <p>Planning with teachers will engage in professional learning communities to support collaborative planning, safe practice, standards and task alignment, data analysis, evaluation of student work, and share effective instructional strategies and best practices used to improve student performance. This includes purchasing writing folders for students, Utilize Ready online resources, and Wonders resources to ensure that students are prepared for planned lessons. Teachers will use standards-driven collaboration tools like the PLC protocol to support pre-work.</p> <p>Implementation</p> <p>-----</p> <p>Bi-weekly Common Assessments</p> <p>Weekly PLC meetings (PowerPoint, Sign In, Agenda with minutes)</p> <p>Weekly Collaborative Planning meetings (PowerPoint, Sign In, Agenda with minutes)</p> <p>Effectiveness</p> <p>-----</p> <p>30% of students will increase on bi-weekly common formative assessments by 10%.</p> <p>90% of teachers will attend and participate in weekly PLC meetings by planning for the following week of instruction resulting in an increased achievement on bi-weekly assessments at a rate of</p>	<p>Brown, Elizabeth Jackson, K-5 ELA teachers</p>			
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	<p>10%</p> <p>80% of teachers will implement the curriculum reviewed during weekly Collaborative planning meetings by working with coaches and peers to practice teaching strategies while getting feedback from peers and coaches resulting in 30% of our students with at least 70% mastery (Fall/Winter/Spring).</p>				
	<p>[A 1.1.3] Provide Resources and Materials Description -----</p> <p>Students and teachers will be provided resources and materials to increase student engagement and achievement in the ELA classroom. Teachers will be provided supplies(laptop chargers, student headphones), materials, equipment (desktops, eGlass boards), and support for classroom academic instruction in Reading and Writing (Student writing folders). Utilize Ready, and Wonders online resources. Teachers will also receive additional technology in the classroom to support student achievement by being able to utilize additional resources to support student achievement.</p> <p>Implementation -----</p> <p>Monthly Title 1 Budget Documents</p> <p>Weekly PLC meetings (PowerPoint, Sign In, Agenda with minutes)</p> <p>Weekly Collaborative planning meetings (PowerPoint, Sign in, Agenda with minutes)</p> <p>Bi-Weekly Assessments</p>	<p>K-5 ELA teachers, Tina Smith, Elizabeth Frison, Elizabeth Jackson, District Advisors</p>	<p>05/23/2025</p>	<p>Title I SSIG 2</p>	

	<p>Quarterly Formative CFA's</p> <p>Effectiveness -----</p> <p>30% of students will increase on bi-weekly common formative assessments by 10%.</p> <p>90% of teachers will attend and participate in weekly PLC meetings by planning for the following week of instruction resulting in an increased achievement on bi-weekly assessments at a rate of 10%.</p> <p>80% of teachers will implement the curriculum reviewed during weekly collaborative planning meetings by working with coaches and peers to practice teaching strategies while getting feedback from peers and coaches resulting in 30% of our students with at least 70% mastery (Fall/Winter/Spring).</p> <p>Monthly Title 1 budget documents showing classroom supplies purchased to assist with student learning will show at least 20% of students show a 5% increase on bi-weekly assessments.</p> <p>90% of teachers attending and participating in weekly PLC meetings and utilizing resources to support student mastery of standards will show at least a 5% increase on Formative CFA's and IReady assessments.</p> <p>With 90% of teachers utilizing provided materials daily, 30% of students incorporating additional writing assistance will increase by 5% on TCAP assessments.</p>				
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	<p>[A 1.1.4] Conduct School-wide Data digs</p> <p>Description -----</p> <p>K-5 teachers, PLC Coach, and Administration will analyze data results from formative common assessments during PLC and Collaborative planning sessions. Weekly intervention results from data sources (I-Ready Reading, and Formative assessments) will be used so teachers can develop plans of action to ensure that non-mastered skills are redelivered, reassessed and mastered. Teachers will have discussions concerning data with students data tracked in Teachers Data notebook. Students will utilize Data Binders to track their own data. Parents are communicated information concerning their child's data via progress reports, weekly teacher-parent conferences, report cards, and parent monthly meetings.</p> <p>Implementation -----</p> <p>Monthly Data Dig Sign-in sheets</p> <p>Quarterly Formative CFAs</p> <p>Bi-Weekly School CFAs</p> <p>Effectiveness -----</p> <p>90% of teachers will attend monthly Data Dig meetings.</p> <p>30% of students will show at least 70% mastery on quarterly CFAs.</p>	<p>Tina Smith, Elizabeth Frison, 3-5 ELA teachers</p>	<p>04/18/2025</p>	<p>Title 1</p>	
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	50% of students will increase on bi-weekly common formative assessments by 10% during the 2023-2024 school year.				
<p>[S 1.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>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>Supporting Data -----</p> <p>Starting in the Fall of 2023 our overall Mastery Connect data for ELA showed that we had 18.1% of our students who met or exceeded and by the Spring we had 41.2%.</p> <p>Benchmark Indicator Implementation -----</p> <p>Bi-weekly classroom walkthroughs using the Classroom Walkthrough Protocol</p> <p>Bi-weekly ILT meetings</p> <p>Monthly school-based PD sign in sheets</p> <p>Weekly PLC/Collaborative Planning sign in sheets</p>	<p>[A 1.2.1] Implement Weekly Collaborative Planning, PLC's and Professional Development</p> <p>Description -----</p> <p>Teachers will meet collaboratively with grade-level teams and admin leads to analyze lessons, standards, and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback around enhancing the instructional practice to provide high-quality instruction for all students. Principal and teacher leaders will attend Model Schools Conference for professional development to support instruction in the classrooms.</p> <p>Implementation -----</p> <p>Bi-weekly classroom walkthroughs using the Classroom Walkthrough Protocol</p> <p>Weekly PLC/Collaborative Planning sign-in sheets</p> <p>Bi-weekly School-based CFAs</p> <p>Quarterly CFAs</p> <p>Semesterly Professional Development agendas and sign in sheets</p> <p>Effectiveness -----</p> <p>Bi-weekly classroom walkthrough observations of the teachers implementing the standards-based curriculum and instructional resources will show a 5% or more increase in student bi-weekly assessments.</p>	<p>Tina Smith, Roketta Watson-Blockett, Elizabeth Frison, Elizabeth Jackson, Ashley Brown, ILT Content Leads, 3-5 teachers</p>	<p>04/04/2025</p>	<p>Title I</p> <p>SSIG 2.0</p>	

<p>Effectiveness -----</p> <p>Bi-weekly classroom walkthrough observations of the teachers implementing the standards-based curriculum and instructional resources will show a 5% or more increase in student bi-weekly assessments.</p> <p>80% of teachers implementing strategies learned from the monthly school-based PD sessions and weekly PLC/Collaborative Planning sessions will show increments of 5% increase in each of the three Benchmark Assessments.</p>	<p>Quarterly CFAs will show 30% of our students with at least 70% mastery.</p> <p>50% of students will increase on bi-weekly common formative assessments by 10% during the 2024-2025 school year.</p> <p>80% of teachers will attend semester professional development reteaching that will lead to 30% of our students with at least 70% mastery on Quarterly CFAs.</p>				
	<p>[A 1.2.2] Writing Workshops</p> <p>Description -----</p> <p>Teachers will engage in a writing workshop utilizing writing folders (Writing Process Student Folders) to develop their skills to teach writing to students in the elements of narrative, informative, and opinion writing.</p> <p>Implementation -----</p> <p>Monthly writing workshops (Sign Sheets/Agenda/Follow-up Feedback)</p> <p>Effectiveness -----</p> <p>80% of teachers attending monthly writing</p>	<p>Elizabeth Frison, Tina Smith, Elizabeth Jackson, 3-5 teachers</p>	<p>05/16/2025</p>	<p>Title 1</p>	

	workshops learning strategies on how to teach the three types of writing will show a 5% increase of student performance on ELA TCAP assessment.				
<p>[S 1.3] Provide support for early warning and multi-tiered student response systems</p> <p>Rationale -----</p> <p>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>Supporting Data -----</p> <p>In the fall of 2022 the ELA data showed that 15.5% of students were on or above grade level and by the spring the data showed that 26.9% were on or above the grade level.</p> <p>Benchmark Indicator Implementation -----</p> <p>Quarterly CFAs</p> <p>AIMs Web Weekly Progress Monitoring Report</p> <p>Effectiveness -----</p> <p>30% of our students will make at least 70% on quarterly assessments.</p> <p>50% of students will show a 5% increase on AIMs Web weekly progress monitoring.</p>	<p>[A 1.3.1] Implement Response to Intervention</p> <p>Description -----</p> <p>Cherokee Elementary will provide academic interventions and personalized activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. Students will be identified as needing tier 2 and 3 intervention in ELA. Students will receive 45 minutes of small group intervention on foundational and comprehension skills. Cherokee will conduct monthly RTI2 meetings to discuss newly identified RTI2 students, monitor students' progress, and adjust RTI2 intervention plans based on students' needs. Provide targeted intervention for students on their instructional level. Computers will be needed for students to complete the computer-based personalized instruction. Copier and paper will be needed to print assessments, progress monitoring probes, parent letters, and individual data reports for students.</p> <p>Implementation -----</p> <p>AIMs Web Weekly Progress monitoring</p> <p>Weekly Classroom Observations and lesson fidelity checks</p> <p>Effectiveness -----</p> <p>50% of students will increase by 5% on weekly progress monitoring.</p> <p>80% of teachers will implement RTI-planned</p>	<p>Tina Smith, Roketta Watson-Blockett, Elizabeth Frison, Elizabeth Jackson, Ashley Brown, K-5 Teachers</p>	<p>05/09/2025</p>	<p>Title 1</p>	

	lessons at 100% during weekly lesson fidelity checks.				
<p>[G 2] Cherokee will improve Mathematics on-track/mastery percentages in grades 3-5 from 5% in 2023 to 10% in 2025. **Effective Instruction Best for All Strategic Plan alignment: Academics**</p> <p>Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.</p> <p>District Turnaround Plan Goal [G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Support implementation of standards aligned curricula Rationale -----</p> <p>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>Supporting Data -----</p> <p>In the Fall of 2022 student Mastery Connect data for math showed 30.4% of our students met or exceeded expectations, and in Spring the data showed 34.8% of our students met or exceeded expectations.</p> <p>Benchmark Indicator</p>	<p>[A 2.1.1] Implement Standard Aligned Instruction Description -----</p> <p>Grade-level teachers will deliver instruction daily in grades 3rd-5th that is aligned to the TN State Standards for Mathematics. They will utilize district resources of Envision along with strategies that will support the student's mastery of the standard. We will also purchase supplemental materials each semester to ensure that teachers have adequate resources to deliver standard-aligned instruction effectively. The newly hired K-5 Mathematics Instructional Facilitator will monitor the delivery of instruction each week and provide immediate feedback to improve instructional practice and facilitate PLCs and Collaborative planning meetings.</p> <p>Implementation -----</p> <p>Weekly PLC Meetings agenda and sign in sheets</p>	Tina Smith, Ashley Brown, K-5 Math teachers	05/30/2025	Tag 4.0	

<p>Implementation -----</p> <p>Weekly PLC meetings</p> <p>Weekly Collaborative Planning with Math teachers and content leads</p> <p>Bi-weekly classroom walkthroughs</p> <p>Quarterly CFAs</p> <p>Effectiveness -----</p> <p>Academic focus for the month is the guiding agenda topic for 100% of PLCs and indicated on weekly PLC meeting agendas.</p> <p>85% of the collaborative planning sessions are geared toward real-time coaching and feedback.</p> <p>100% of teachers are using instructional time effectively so that 85% of the classroom instructional time is geared toward Tier 1 instruction daily leading to 25% of students demonstrating increased achievement on bi-weekly assessments at a rate of 10%.</p> <p>Quarterly CFAs will show 30% of our students with at least 70% mastery.</p>	<p>Weekly Collaboratives agenda and sign in sheets</p> <p>Monthly Data Digs agenda and sign in sheets</p> <p>Weekly Classroom Walkthrough Tool</p> <p>Effectiveness -----</p> <p>90% of teachers attending weekly PLC meetings and implementing newly learned strategies will show at least 20% of students show a 5% increase on bi-weekly assessments.</p> <p>80% of teachers implementing standards-based instruction as outlined by the MSCS Math curriculum will show in at least 20% of students show a 5% increase on CFA assessments.</p> <p>90% of teachers attending monthly data digs to utilize data to create small group instruction and reteaching of standards will show at least 20% of students show a 5% increase on CFA and IReady Benchmark assessments.</p> <p>100% of teachers receiving immediate feedback from weekly Classroom Walkthrough Tool will lead to at least 20% of students showing a 5% increase on bi-weekly assessments.</p>				
	<p>[A 2.1.2] Conduct Weekly PLC's and Collaborative Planning</p> <p>Description -----</p> <p>Planning with teachers will engage in professional learning communities to support collaborative planning, safe practice, standards and task</p>	<p>Tina Smith, Ashley Brown, K-5 Math Teachers</p>	<p>05/16/2025</p>	<p>Tag 4.0</p>	

	<p>alignment, data analysis, evaluation of student work, and share effective instructional strategies and best practices used to improve student performance. Teachers will use standards-driven collaboration tools like the PLC protocol to support pre-work.</p> <p>Implementation -----</p> <p>Bi-weekly Common Assessments</p> <p>Weekly PLC meetings (PowerPoint, Sign In, Agenda with minutes)</p> <p>Weekly Collaborative Planning meetings (PowerPoint, Sign In, Agenda with minutes)</p> <p>Effectiveness -----</p> <p>30% of students will increase on bi-weekly common formative assessments by 10%.</p> <p>90% of teachers will attend and participate in weekly PLC meetings by planning for the following week of instruction resulting in an increased achievement on bi-weekly assessments at a rate of 10%</p> <p>80% of teachers will implement the curriculum reviewed during weekly Collaborative planning meetings by working with coaches and peers to practice teaching strategies while getting feedback from peers and coaches resulting in 30% of our students with at least 70% mastery (Fall/Winter/Spring).</p>				
	[A 2.1.3] Provide Resources and Materials Description	Tina Smith, Elizabeth	05/16/2025	Title 1	

	<p>-----</p> <p>Students and teachers will be provided resources and materials to increase student engagement and achievement in the ELA classroom. Teachers will be provided supplies, materials, equipment, and support for classroom academic instruction in Reading and Writing (Student writing folders). Utilize Ready, and Wonders online resources. Teachers will also receive additional technology in the classroom to support student achievement by being able to utilize additional resources to support student achievement.</p> <p>Implementation</p> <p>-----</p> <p>Monthly Title 1 Budget Documents</p> <p>Weekly PLC meetings (PowerPoint, Sign In, Agenda with minutes)</p> <p>Bi-Weekly Assessments</p> <p>Quarterly CFA's</p> <p>Effectiveness</p> <p>-----</p> <p>Monthly Title 1 budget documents showing classroom supplies purchased to assist with student learning will show at least 20% of students show a 5% increase on bi-weekly assessments.</p> <p>90% of teachers attending and participating in weekly PLC meetings and utilizing resources to support student mastery of standards will show at least a 5% increase on CFA's and IReady assessments.</p> <p>With 90% of teachers utilizing provided materials,</p>	<p>Frison, Elizabeth Jackson, Ashley Brown, District Advisors</p>			
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	30% of students will increase by 5% on TCAP assessments.				
	<p>[A 2.1.4] Conduct School-wide Data Digs</p> <p>Description -----</p> <p>K-5 teachers, PLC Coach, and Administration will analyze data results from formative common assessments during PLC and Collaborative planning sessions. Weekly intervention results from data sources (I-Ready Math, District Formative assessments) will be used so teachers can develop plans of action to ensure that non-mastered skills are redelivered, reassessed and mastered. Teachers will have discussions concerning data with students data tracked in Teachers Data notebook. Students will utilize Data Binders to track their own data. Parents are communicated information concerning their child's data via progress reports, weekly teacher-parent conferences, report cards, and parent monthly meetings.</p> <p>Implementation -----</p> <p>Monthly Data Dig Sign-in sheets</p> <p>Quarterly District CFAs</p> <p>Bi-Weekly School CFAs</p> <p>Effectiveness -----</p> <p>90% of teachers will attend monthly Data Dig</p>	<p>K-5 teachers, Tina Smith, Roketta Watson-Blockett, Elizabeth Frison, Elizabeth Jackson, Ashley Brown, ILT members</p>	04/04/2025	Title 1	

	<p>meetings.</p> <p>30% of students will show at least 70% mastery on quarterly CFAs.</p> <p>50% of students will increase on bi-weekly common formative assessments by 10% during the 2023-2024 school year.</p>				
<p>[S 2.2] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale</p> <p>-----</p> <p>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>Supporting Data</p> <p>-----</p> <p>In the Fall of 2023 student Mastery Connect data for math showed 30.4% of our students met or exceeded expectations, and in Spring the data showed 34.8% of our students met or exceeded expectations.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>Bi-weekly classroom walkthroughs using the District Classroom Walkthrough Protocol</p> <p>Bi-weekly ILT meetings</p> <p>Monthly school-based PD sign in sheets</p> <p>Weekly PLC/Collaborative Planning sign in sheets</p>	<p>[A 2.2.1] Implementation of PLC's, Collaborative Planning, and Professional Development</p> <p>Description</p> <p>-----</p> <p>Teachers and leaders will be actively engaged in the Envision Math curriculum. Teachers and leaders will build capacity for fostering growth and student achievement by continuing to align rigorous tasks to the standards using the Student Work Analysis Protocol, unpacking standards for students, providing appropriate scaffolds and utilizing a variety of student engagement strategies. Teachers and leaders will engage in professional development to support instruction in the classrooms.</p> <p>Implementation</p> <p>-----</p> <p>Bi-weekly classroom walkthroughs using the District Classroom Walkthrough Protocol</p> <p>Weekly PLC/Collaborative Planning sign-in sheets</p> <p>Bi-weekly School-based CFAs</p> <p>Quarterly CFAs</p> <p>Effectiveness</p> <p>-----</p> <p>Bi-weekly classroom walkthroughs will show 80% of the teachers implementing the standards-based</p>	<p>Tina Smith, Elizabeth Frison, Ashley Brown, K-5 math teachers</p>	<p>05/23/2025</p>	<p>Title 1</p>	

<p>Effectiveness</p> <p>-----</p> <p>Bi-weekly classroom walkthroughs showing 80% of the teachers implementing the standards-based curriculum and instructional resources will show at least 20% of students show a 5% increase on bi-weekly assessments.</p> <p>90% of ILT members attending bi-weekly meetings to discuss teacher progression and next steps will show at least 20% of students show a 5% increase on District IReady Benchmark assessments.</p> <p>80% of teachers implementing strategies learned from the monthly school-based PD sessions and weekly PLC/Collaborative Planning sessions will show at least 20% of students show a 5% increase on CFA assessments.</p>	<p>curriculum and instructional resources.</p> <p>80% of teachers will implement strategies learned from the weekly PLC/Collaborative Planning sessions.</p> <p>Quarterly CFAs will show 30% of our students with at least 70% mastery.</p> <p>50% of students will increase on bi-weekly common formative assessments by 10% during the 2024-2025 school year.</p>				
<p>[S 2.3] Provide support for early warning and multi-tiered student response systems</p> <p>Rationale</p> <p>-----</p> <p>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>Supporting Data</p> <p>-----</p> <p>In the Fall of 2023, student Mastery Connect data for math showed 30.4% of our students met or</p>	<p>[A 2.3.1] Implement Response to Intervention</p> <p>Description</p> <p>-----</p> <p>Cherokee Elementary will provide academic interventions and personalized activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. Students will be identified as needing tier 2 and 3 intervention in Math. Students will receive 45 minutes of small group intervention on mathematical skills. Cherokee will conduct monthly RTI2 meetings to discuss newly identified RTI2 students, monitor students' progress, and adjust RTI2 intervention plans based on students' needs. Provide targeted intervention for students on their instructional level. Computers will be needed for students to complete the computer-based</p>	<p>Tina Smith, Roketta Watson-Blockett, Elizabeth Frison, Elizabeth Jackson, Ashley Brown, K-5 Teachers</p>	<p>05/09/2025</p>	<p>Title 1</p>	

<p>exceeded expectations, and in Spring the data showed 34.8% of our students met or exceeded expectations.</p> <p>Benchmark Indicator Implementation -----</p> <p>Quarterly CFAs</p> <p>AIMs Web Weekly Progress Monitoring Report</p> <p>Effectiveness -----</p> <p>30% of our students will make at least 70% on quarterly assessments.</p> <p>50% of students will show a 5% increase on AIMs Web weekly progress monitoring.</p>	<p>personalized instruction. Copier and paper will be needed to print assessments, progress monitoring probes, parent letters, and individual data reports for students.</p> <p>Implementation -----</p> <p>AIMs Web Weekly Progress monitoring</p> <p>Weekly Classroom Observations and lesson fidelity checks</p> <p>Effectiveness -----</p> <p>50% of students will increase by 5% on weekly progress monitoring.</p> <p>80% of teachers will implement RTI-planned lessons at 100% during weekly lesson fidelity checks.</p>				
<p>[G 3] Cherokee Elementary will reduce the percentage of chronically absent students from 47% in 2023 to 30% in 2025. **Student Support and Services Best for All Strategic Plan alignment: Student Readiness**</p> <p>Schools, in partnership with parents and the community, can create a positive, child-centered learning environment which provides support to students to remove the barriers to learning that students in high opportunity schools often experience. Supporting the whole child begins with eliminating barriers to physical and mental health, well-being and learning; then planning for and implementing strategies which support the emotional, physical, mental, cognitive and social development of students.</p> <p>District Turnaround Plan Goal [G 1] CSI schools will reduce chronic absenteeism rates from approximately 36% in 2024 to approximately 26% in 2025 with clearly defined systems and operating procedures for monitoring identified at-risk and chronically absent students weekly.</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Support students in overcoming barriers related to student attendance</p> <p>Rationale</p>	<p>[A 3.1.1] Implement RTI2-B Plan</p> <p>Description -----</p>	<p>K-5 teachers, Tina Smith, Elizabeth</p>	<p>04/18/2025</p>	<p>Title 1</p>	

<p>-----</p> <p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Supporting Data</p> <p>-----</p> <p>According to PowerBI, Chronic Absenteeism decreased from 56.2% in 2021-22 to 47.7 % in 2022-23 school year. Truancy also decreased from 69.1% in 2021-22 to 54.8% in 2022-23 school year.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>-----</p> <p>20-day Power BI discipline report</p> <p>20-day Power BI attendance report</p> <p>Effectiveness</p> <p>-----</p> <p>20-day Power BI attendance report will show a 5% decrease in the chronically absent rate.</p> <p>20-day Power BI discipline report will show a 5% decrease in suspension rate.</p>	<p>RTI2 -B provides universal prevention efforts within Tier I to promote a positive school- and class-wide climate. Through a focus on strong Tier I behavior supports, Cherokee Elementary can create a culture where all students and teachers are respected and included in their community. This takes place through weekly in-person SEL classes provided by the teachers and the school counselor. This will assist with attendance by lowering the suspension rates.</p> <p>Implementation</p> <p>-----</p> <p>20-day Power BI discipline report</p> <p>Effectiveness</p> <p>-----</p> <p>20-day Power BI discipline report will show a 5% decrease in suspension rate.</p>	<p>Frison, Ashley Brown, Elizabeth Jackson</p>			
	<p>[A 3.1.2] Implement Fun Fridays</p> <p>Description</p> <p>-----</p> <p>Fun Friday will be implemented once a month as an incentive for students who behave positively and have good attendance.</p> <p>Implementation</p> <p>-----</p>	<p>Tina Smith, Ann Washington, Tracy Davis, and K-5 Teachers</p>	<p>05/16/2025</p>	<p>Title 1</p>	

	<p>20-day attendance report</p> <p>20-day discipline report</p> <p>Weekly Student behavior trackers</p> <p>Effectiveness -----</p> <p>20-day Power BI attendance report will show a 5% decrease in the chronically absent rate.</p> <p>20-day Power BI discipline report will show a 5% decrease in suspension rate.</p> <p>Weekly behavior trackers will show a 5% decrease in students receiving two or more tallies.</p>				
	<p>[A 3.1.3] Tracking Attendance Description -----</p> <p>The attendance team will track attendance and provide needed support to chronically absent students. A designated person on the team will call the parents of students who are absent frequently. Parents will be asked to send to school excuses for absent students.</p> <p>Implementation -----</p> <p>20-day attendance report</p> <p>Effectiveness -----</p> <p>20-day attendance report will show a 5% decrease in chronically absent students.</p>	<p>Tina Smith, Tracy Davis, Ann Washington, K-5 teachers</p>	<p>05/16/2025</p>	<p>Title 1</p>	

<p>[S 3.2] Establish school-wide processes and systems to help maintain a safe and caring environment</p> <p>Rationale -----</p> <p>Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Supporting Data -----</p> <p>According to PowerBI, Chronic Absenteeism decreased from 56.2% in 2021-22 to 47.7 % in 2022-23 school year. Truancy also decreased from 69.1% in 2021-22 to 54.8% in 2022-23 school year.</p> <p>Benchmark Indicator Implementation -----</p> <p>20-day Power BI discipline report</p> <p>20-day Power BI attendance report</p> <p>Effectiveness -----</p> <p>20-day Power BI attendance report will show a 5% decrease in the chronically absent rate.</p> <p>20-day Power BI discipline report will show a 5% decrease in suspension rate.</p>	<p>[A 3.2.1] Implement RTI2 Plan and Behavioral Supports</p> <p>Description -----</p> <p>The RTI2 B Plan is the school-wide Behavior Plan that ensures a safe and healthy environment for all students. It also addresses chronic absenteeism and school-wide guidance supports that provide a proactive stance for addressing students that display a trend that has the potential to lead to disruptive behavior within the learning environment at Cherokee Elementary.*.*</p> <p>Implementation -----</p> <p>20-day Power BI discipline report</p> <p>Effectiveness -----</p> <p>20-day Power BI discipline report will show a 5% decrease in suspension rate.</p>	<p>K-5 Teachers, Tina Smith, Roketta Watson-Blocke tt, Elizabeth Frison, Tracy Davis, Ashley Brown, Elizabeth Jackson</p>	<p>05/16/2025</p>	<p>Title 1</p>	
	<p>[A 3.2.2] Provide Restorative Practices Training</p> <p>Description -----</p>	<p>Tracy Davis and District Appointed</p>	<p>04/25/2025</p>	<p>Title 1</p>	

	<p>PreK-5th grade teachers will attend a series of Restorative Practices training provided by the district-appointed Behavioral Specialist and Guidance Counselor.</p> <p>Implementation -----</p> <p>20-day Power BI discipline report</p> <p>Quarterly Restorative Practice meetings agenda and sign in sheet</p> <p>Effectiveness -----</p> <p>20-day Power BI discipline report will show a 5% decrease in suspension rate due to student disruptive behavior.</p> <p>80% of the teachers will attend the quarterly restorative practice meetings.</p>	Behavioral Specialist			
<p>[S 3.3] Engage students, families, and communities to support students in overcoming barriers to learning</p> <p>Rationale -----</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Supporting Data -----</p> <p>According to PowerBI, Chronic Absenteeism decreased from 56.2% in 2021-22 to 47.7 % in 2022-23 school year. Truancy also decreased from 69.1% in 2021-22 to 54.8% in 2022-23 school year.</p> <p>Benchmark Indicator</p>	<p>[A 3.3.1] Implement the DARE Program</p> <p>Description -----</p> <p>The DARE program will be implemented at Cherokee Elementary School. This will incorporate lessons on behavior and different social-emotional lessons to decrease negative student behaviors in school and at home.</p> <p>Implementation -----</p> <p>20-day Power BI discipline report</p> <p>Effectiveness -----</p> <p>20-day Power BI discipline report will show a 5% decrease in suspension rate.</p>	Tina Smith, Janara Harris, Tacoya Lee, Romero Hill, Memphis Police Department	04/18/2025	Title 1	

<p>Implementation -----</p> <p>20-day Power BI discipline report</p> <p>20-day Power BI attendance report</p> <p>Effectiveness -----</p> <p>20-day Power BI attendance report will show a 5% decrease in the chronically absent rate.</p> <p>20-day Power BI discipline report will show a 5% decrease in suspension rate.</p>					
	<p>[A 3.3.2] Parent Attendance Meetings</p> <p>Description -----</p> <p>To ensure parents understand the importance of their students attending school daily once a student receives 10 absences, their parents will receive a notice to attend the required parent meeting.</p> <p>Implementation -----</p> <p>20-day attendance report</p> <p>Attendance meeting sign in sheets/logs in powerschool</p> <p>Effectiveness -----</p> <p>20% of students will decrease in quarterly in chronically absences by 5%.</p>	<p>Tina Smith, Tracy Davis, Annette Washington</p>	<p>05/16/2025</p>	<p>Title 1</p>	

[G 4] By spring 2025, Cherokee will improve K-2 literacy District CFA Scores from 73% (2023) to 85% (2025).

****Effective Instruction | Best for All Strategic Plan alignment: Academics****

Effective instruction is built around standards-aligned, high quality curricula and assessments that measure student progress and provide timely information regarding student achievement and growth. Providing students with rigorous, standards-aligned instruction delivered through best practices will help to ensure that all students in Tennessee's high opportunity schools have access to a comprehensive educational system which will prepare them for the career path of their choice.

District Turnaround Plan Goal

[G 3] Build teacher capacity and content knowledge so that instruction reflects the District's four Instructional Practices from 46.3% in Spring 2024 to a minimum of 70% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 4.1] Create opportunities for staff collaboration focused on improving the quality of the teaching and learning in all classrooms</p> <p>Rationale -----</p> <p>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>Supporting Data -----</p> <p>Starting in the Fall of 2023 our overall Mastery Connect data for ELA showed that we had 18.1% of our students who met or exceeded and by the Spring we had 41.2%.</p> <p>Benchmark Indicator Implementation -----</p>	<p>[A 4.1.1] Support in Foundational Literacy</p> <p>Description -----</p> <p>Conduct quarterly walk-through observations to document instructional trends and professional development needs. Conduct staff training on research-based practices and district expectations. Meet with the ILT team to share walk-through results and identify areas of additional support needed. The K-2 Instructional Facilitator will closely work with teachers to provide support in early literacy skills to support student learning.</p> <p>Implementation -----</p> <p>Bi-Weekly Walkthrough observations</p> <p>Monthly staff professional development training</p> <p>Monthly meetings with the ILT team</p> <p>Effectiveness -----</p>	<p>Tina Smith, Roketta Watson-Blockett, Elizabeth Frison, ILT Members, Elizabeth Jackson, Ashley Brown</p>	<p>05/23/2025</p>	<p>Title 1</p>	

<p>Bi-weekly classroom walkthroughs using the Classroom Walkthrough Protocol</p> <p>Bi-weekly ILT meetings</p> <p>Monthly school-based PD sign in sheets</p> <p>Weekly PLC/Collaborative Planning sign in sheets</p> <p>Effectiveness -----</p> <p>Bi-weekly classroom walkthroughs showing 80% of the teachers implementing the standards-based curriculum and instructional resources will show at least 20% of students show a 5% increase on CFA assessments.</p> <p>90% of ILT members attending bi-weekly meetings to discuss progress of teachers and next steps will show at least 20% of students show a 5% increase on District IReady Benchmark assessments.</p> <p>80% of teachers implementing strategies learned from the monthly school-based PD sessions and weekly PLC/Collaborative Planning sessions will show at least 20% of students show 5% increase on CFA's and IReady Benchmark assessments.</p>	<p>Bi-weekly walkthroughs showing 80% of teachers implementing the research-based practices learned and using district-approved resources to teach standards-based instruction will show at least 20% of students show a 5% increase on CFA's and IReady assessments.</p> <p>80% of teachers implementing strategies learned from the weekly PLC/Collaborative Planning sessions will show at least 20% of students show a 5% increase in quarterly report card grades.</p> <p>80% of staff attending monthly professional development training will show at least 20% of students show a 5% increase on CFA's and IReady assessments.</p> <p>80% of the ILT team attending monthly ILT team meetings to discuss findings from the walkthrough and identify trends to help make corrections will ultimately show a 5% increase on CFA's and IReady assessments.</p>				
	<p>[A 4.1.2] Utilizing District Appointed Instructional Coach</p> <p>Description -----</p> <p>The Instructional Coach will provide support for foundational skills instruction, and develop the capacity to support K-2 colleagues with instruction, strategies, and resources. This support will be implemented via collaborative planning sessions,</p>	<p>Elizabeth Jackson and District Appointed Instructional Coach</p>	<p>04/25/2025</p>	<p>Title 1</p>	

	<p>strategy demonstration lessons, co-teaching, classroom observations and feedback, professional development, and one-on-one coaching conversations.</p> <p>Implementation -----</p> <p>Bi-weekly classroom walkthroughs using the Classroom Walkthrough Protocol</p> <p>Weekly PLC/Collaborative Planning agendas and sign-in sheets</p> <p>Effectiveness -----</p> <p>Bi-weekly classroom walkthroughs showing 80% of the teachers implementing the standards-based curriculum utilizing instructional resources which will show a 5% increase in CFA's and IReady assessments.</p> <p>80% of teachers implementing strategies learned from the weekly PLC/Collaborative Planning sessions will show a 5% increase in CFA's and IReady assessments.</p>				
<p>[S 4.2] Support implementation of standards aligned curricula</p> <p>Rationale -----</p> <p>The Instructional Coach will be utilize to support K-2 teachers with implementing high-quality foundational literacy instruction and strategies through professional development.</p> <p>Supporting Data -----</p>	<p>[A 4.2.1] Implement Research-based Best Practices</p> <p>Description -----</p> <p>Attend monthly district professional development to develop best practices to share with building level teachers. Attend district and zone level training to obtain researched based practices taught by the district appointed Instructional Coach to implement at the building level.</p>	<p>Elizabeth Jackson, Tina Smith, Elizabeth Frison, K-2 teachers, district appointed instructional coach</p>	<p>04/25/2025</p>	<p>Title 1</p>	

<p>Starting in the Fall of 2023 our overall Mastery Connect data for ELA showed that we had 18.1% of our students who met or exceeded and by the Spring we had 41.2%.</p> <p>Benchmark Indicator Implementation -----</p> <p>Bi-weekly classroom walkthroughs using the Classroom Walkthrough Protocol</p> <p>Weekly PLC/Collaborative Planning agendas and sign-in sheets</p> <p>Effectiveness -----</p> <p>Bi-weekly classroom walkthroughs showing 80% of the teachers implementing the standards-based curriculum utilizing instructional resources which will show a 5% increase in CFA's and IReady assessments.</p> <p>80% of teachers implementing strategies learned from the weekly PLC/Collaborative Planning sessions will show a 5% increase in CFA's and IReady assessments.</p>	<p>Implementation -----</p> <p>Monthly professional development agendas and sign in sheets</p> <p>Bi-Weekly classroom walkthroughs</p> <p>Effectiveness -----</p> <p>80% of teachers will attend monthly professional development to show a 5% increase in bi-weekly assessments.</p> <p>Bi-weekly classroom walkthroughs will show 80% of teachers implementing strategies learned from monthly professional development to show a 5% increase in bi-weekly assessments.</p>				
<p>[S 4.3] Provide support to ensure that an effective instructional model is implemented Rationale -----</p> <p>Provide opportunities for students to access early learning opportunities that appropriately support their academic, social, and emotional development and create a continuum of learning through third grade.</p>	<p>[A 4.3.1] Implement Foundational Skills Block With Support Description -----</p> <p>K-2 teachers will implement a daily foundation skills block to focus on foundational reading skills. The purpose of this foundational skills block is to increase students' independent reading ability. Teachers use Wonders daily to teach students</p>	<p>Elizabeth Jackson, Elizabeth Frison, Tina Smith, K-2 teachers, District Instructional Coach</p>	<p>05/02/2025</p>	<p>Title 1</p>	

<p>Supporting Data -----</p> <p>Starting in the Fall of 2023 our overall Mastery Connect data for ELA showed that we had 18.1% of our students who met or exceeded and by the Spring we had 41.2%.</p> <p>Benchmark Indicator Implementation -----</p> <p>Bi-weekly classroom walkthroughs Tool</p> <p>Quarterly IReady Benchmark assessment data</p> <p>Quarterly CFA's data</p> <p>Effectiveness -----</p> <p>Bi-weekly classroom walkthroughs will show 80% of the teachers implementing the standards-based curriculum using instructional resources, leading to 50% of students will show at least 5% growth on each IReady benchmark and district CFAs quarterly</p> <p>50% of students will show at least 5% growth on each IReady benchmark and CFAs quarterly (Fall/Winter/Spring).</p>	<p>basic phonics skills. This program is used to systematically teach phonemic awareness, phonics, and sight words to the students. The teacher will strategically focus each week on mastery of vocabulary, most commonly used words, and phonic skills. To support students' performance, we will provide professional development opportunities, resources, and supplies for classroom instruction each semester. Additionally, the K-2 Instructional Coach will provide support through observations and providing feedback to support instruction.</p> <p>Implementation -----</p> <p>Daily Foundational Skills Block Lesson Plan</p> <p>Bi-Weekly Classroom Walkthroughs</p> <p>Quarterly District Benchmark IReady Assessments</p> <p>Quarterly Mastery Connect CFA's</p> <p>Effectiveness -----</p> <p>50% of K-2 students will show at least a 5% or more increase on ELA assessments and IReady benchmark assessments (Fall to Winter and Winter to Spring).</p>				
	<p>[A 4.3.2] Enriched Learning with Small group Opportunities Description -----</p> <p>Early Learning Opportunities include the ARISE to Read program will be implemented for students in</p>	<p>Highly Specialized Education Assistants; K-2 teachers; General</p>	<p>04/25/2025</p>	<p>Tag 4.0</p> <p>SSIG 2.0</p>	

	<p>Grade 2 to increase the reading levels of second-grade readers. All K-2 students will also receive additional support from HSEA's and General Educational Assistants (hire 1/FTE) during small group instruction as well as be provided with additional materials such as small group activities to support letter and sound recognition and writing. The utilization of these materials will help support students ability to learn to read.</p> <p>Implementation -----</p> <p>Daily small group instruction checklist</p> <p>Quarterly CFA assessment data</p> <p>Effectiveness -----</p> <p>Daily small group instruction will lead to 50% of K-2 students showing improvement by 10% on Common Bi-Weekly Assessments.</p> <p>50% of K-2 students will show at least a 5% increase on quarterly assessments and IReady benchmark assessments (Fall to Winter and Winter to Spring).</p>	Educational Assistants			
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