

Treadwell Elementary Annual Plan (2024 - 2025)

Last Modified at Sep 20, 2024 03:31 PM CDT

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

Treadwell Elementary will increase ELA meeting or exceeding expectations proficiency rates for all students in grades 3-5 , \*\*including the TSI identified subgroups B/AA, B/H/N, EL, and H \*\*on the TCAP assessment from 17.2% in 2022-23 to 20% in 2024-25.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

School wide formative assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Standard Aligned Core Instruction</b></p> <p>* Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p><b>Benchmark Indicator</b></p> <p>**Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>* Quarterly School-wide Formative Assessments</p> <p>* Weekly Informal Observation Tool and rubric</p> <p>* Quarterly student work samples</p> <p>* Daily exit tickets</p> <p><b>**Effectiveness (Effectiveness metric of tool used, including frequency)**</b></p> <p>* **All students at** Treadwell Elementary</p>	<p><b>[A 1.1.1] Action step</b></p> <p>Professional Development session on ELA will serve as precursors for on-going professional development that will continue to take place during the entire school year to build teacher capacity.</p> <p>Emphasis will be placed on gathering highly effective strategies to improve the academic achievement of our ESL/ELL learners, BHNA learners, students with disabilities and economically disadvantaged learners.</p>	<p>Penny Cole, Jameaka Black, Linda Campbell</p>	<p>05/23/2025</p>		

<p>**including the TSI identified student groups B/AA, BHN, &amp; Hispanic, **should perform at or above the 70% on Schoolwide Formative Assessments.</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Quarterly review of all student work samples **including the TSI identified student groups B/AA, BHN, &amp; Hispanic **will show students' mastery of standards at 80% or higher.</p> <p>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p>					
<p><b>[S 1.2] Professional Development</b> Provide professional development for teachers, administrators, instructional leaders 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> **Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>* Daily Informal Walkthroughs Rubric * Weekly PLC's Agenda</p>	<p><b>[A 1.2.1] Professional Development</b> Professional Development session on ELA will serve as precursors for on-going professional development that will continue to take place during the entire school year to build teacher capacity.</p> <p>Emphasis will be placed on gathering highly effective strategies to improve the academic achievement of our ESL/ELL learners, BHNA learners, students with disabilities and economically disadvantaged learners.</p>	<p>Penny Cole, Jameaka Black, Linda Campbell</p>	<p>05/23/2025</p>		

<p>* **Effectiveness (Effectiveness metric of tool used, including frequency)**</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement for all students</p> <p>**including the TSI identified student groups B/AA, BHN, &amp; Hispanic **by 10%.</p>					
<p><b>[S 1.3] Targeted Intervention and Personalized Learning</b></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><b>Benchmark Indicator</b></p> <p>**Benchmark Indicator**</p> <p><b>**Implementation (Tool and frequency)**</b></p> <p>Monthly progress monitoring data</p> <p>Monthly data meeting minutes</p> <p>Quarterly benchmark assessments (I ready)</p> <p>Weekly fidelity checks</p> <p>Weekly iReady reports</p> <p><b>**Effectiveness**</b></p> <p>Monthly progress monitoring data will reflect students all students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic,** increasing by at least 2-3 data points.</p>	<p><b>[A 1.3.1] Kinder-5th afterschool tutoring</b></p> <p>Treadwell Elementary students will receive additional instructional support during Tutoring. All students in grades Kinder - 5th will receive scaffolded lessons on their level to assist with closing the instructional gaps. Tier 1 students will be enriched through the use of project-based learning and reteaching will occur for tier 2 students.</p>	<p>Penny Cole, Jameaka Black, Linda Campbell</p>	<p>05/23/2025</p>	<p>SBB,TITLE 1</p>	

Monthly data team meetings will reflect at least 10% of all students **including the TSI identified student groups B/AA, BHN, & Hispanic, **students moving from Tier 3 to tier 2 to tier 1.					
<p><b>[G 2] Mathematics</b></p> <p>Treadwell Elementary will increase Math meeting or exceeding expectations proficiency rates for all students in grades 3-5 , **including the TSI identified subgroups B/AA, B/H/N, EL, and H **on the TCAP assessment from 9.2% in 2023-24 to 20% in 2024-25.</p> <p><b>Performance Measure</b></p> <p>Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>Schoolwide Formative Assessment</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Standard Aligned Core Instruction</b></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><b>Benchmark Indicator</b></p> <p>**Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>* Quarterly School-wide Formative Assessments</p> <p>* Weekly Informal Observation Tool and rubric</p> <p>* Quarterly student work samples</p> <p>* Daily exit tickets</p> <p>**Effectiveness (Effectiveness metric of tool used,</p>	<p><b>[A 2.1.1] Math</b></p> <p>Professional Development session on ELA will serve as precursors for on-going professional development that will continue to take place during the entire school year to build teacher capacity.</p> <p>Emphasis will be placed on gathering highly effective strategies to improve the academic achievement of our ESL/ELL learners, BHNA learners, students with disabilities and economically disadvantaged learners.</p>	Penny Cole, Jameaka Black, Linda Campbell	05/23/2025		

<p>including frequency)**</p> <p>* **All students at** Treadwell Elementary  **including the TSI identified student groups B/AA, BHN, &amp; Hispanic, **should perform at or above the 70% on Schoolwide Formative Assessments.</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Quarterly review of all student work samples  **including the TSI identified student groups B/AA, BHN, &amp; Hispanic **will show students' mastery of standards at 80% or higher.</p> <p>* Daily exit tickets will reflect at least 90% of students scoring 80% or higher.</p>					
<p><b>[S 2.2] Professional Development</b>  Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p><b>Benchmark Indicator</b>  **Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>* Daily Informal Walkthroughs Rubric  * Weekly PLC's Agenda  *</p>	<p><b>[A 2.2.1] Math</b>  Professional Development session on Math will serve as precursors for on-going professional development that will continue to take place during the entire school year to build teacher capacity.</p> <p>Emphasis will be placed on gathering highly effective strategies to improve the academic achievement of our ESL/ELL learners, BHNA learners, students with disabilities and economically disadvantaged learners.</p>	<p>Penny Cole,  Jameaka Black, Linda Campbell</p>	<p>05/23/2025</p>		

<p>* **Effectiveness (Effectiveness metric of tool used, including frequency)**</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement for all students</p> <p>**including the TSI identified student groups B/AA, BHN, &amp; Hispanic **by 10%.</p>					
<p><b>[S 2.3] Targeted Interventions and Personalized Learning,</b></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>** **</p> <p>** **</p> <p><b>Benchmark Indicator</b></p> <p>**Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>Monthly progress monitoring data</p> <p>Monthly data meeting minutes</p> <p>Quarterly benchmark assessments (I ready)</p> <p>Weekly fidelity checks</p> <p>Weekly iReady reports</p> <p>**Effectiveness**</p>	<p><b>[A 2.3.1] Kinder-5th grade afterschool tutoring</b></p> <p>Treadwell Elementary students will receive additional instructional support during Tutoring. All students in grades Kinder - 5th will receive scaffolded lessons on their level to assist with closing the instructional gaps. Tier 1 students will be enriched through the use of project-based learning and reteaching will occur for tier 2 students.</p>	<p>Penny Cole, Jameaka Black, Linda Campbell</p>	<p>05/23/2025</p>	<p>SBB Title 1</p>	

<p>Monthly progress monitoring data will reflect students all students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic,** increasing by at least 2-3 data points.</p> <p>Monthly data team meetings will reflect at least 10% of all students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic, **students moving from Tier 3 to tier 2 to tier 1.</p>					
<p><b>[G 3] Safe and Healthy Students</b>  MSCS will maintain at least a **60%** progressive discipline rate in SY2024-25, from **63%** in SY2023-24 (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports).</p> <p><b>Performance Measure</b>  Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data  * PowerBI Data  * Share Point</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 3.1] Attendance and Behavior Interventions and Supports</b>  Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p><b>Benchmark Indicator</b>  **Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>* Student discipline reports - 20 day reporting period in Powerbi  * Attendance and suspension data - 20 day reporting period in Powerbi  * Daily Attendance tracker in PS.  * Weekly behavior tracker</p>	<p><b>[A 3.1.1] Improve Attendance Goal Percentage</b>  Treadwell Elementary Professional School Counselors will conduct attendance celebrations for the students meeting the attendance goals each 20-day period.</p>	<p>Stacy Erves,  Jameaka Black, Jason Carr</p>	<p>05/23/2025</p>		

<p>* **Effectiveness (Effectiveness metric of tool used, including frequency)**</p> <p>* **All students at** Treadwell Elementary</p> <p>**including the TSI identified student groups B/AA, BHN, &amp; Hispanic, **should have an overall chronically absenteeism rate of less then 20% compared to 2023-2024 25.5%</p> <p>* Daily Attendance tracker will assist in monitoring students' attendance **including the TSI identified student groups B/AA, BHN, &amp; Hispanic **aimed at improved student attendance.</p> <p>* Weekly behavioral tracker will assist in monitoring students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic** behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>* 20 day reporting period-Attendance and suspension data will assist in monitoring students' attendance **including the TSI identified student groups B/AA, BHN, &amp; Hispanic **and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>* 20 day reporting period-Student discipline reports will assist in monitoring students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic**</p>					
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behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.					
	<b>[A 3.1.2] SART Meeting</b> Treadwell Elementary professional school counselors will conduct SART meetings for the parents of students who have missed the target number of days. Provided assistance will be given by the counselors to ensure students are attending school on a regular basis	Stacy Erves, Jameaka Black, Jason Carr	05/23/2025		
<b>[S 3.2] Professional Development</b> Provide ongoing, high quality professional development at the District-level and school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.  <b>Benchmark Indicator</b> **Benchmark Indicator**  **Implementation (Tool and frequency)**  * Student discipline reports - 20 day reporting period in Powerbi * Attendance and suspension data - 20 day reporting period in Powerbi * Daily Attendance tracker in PS. * Weekly behavior tracker  * **Effectiveness (Effectiveness metric of tool used, including frequency)** * **All students at** Treadwell Elementary **including the TSI identified student groups B/AA, BHN, & Hispanic, **should have an overall chronically absenteeism rate of less then 20% compared to 2023-2024 25.5%	<b>[A 3.2.1] Professional Development for ACES and SEL Training</b> Treadwell Elementary will participate in professional development in which all teachers and staff members will participate in ACES and SEL Professional Development to learn more strategies to assist students in these crucial areas	Jameaka Black, Stacy Erves, Jason Carr	05/23/2025		

<p>* Daily Attendance tracker will assist in monitoring students' attendance **including the TSI identified student groups B/AA, BHN, &amp; Hispanic **aimed at improved student attendance.</p> <p>* Weekly behavioral tracker will assist in monitoring students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic** behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p> <p>* 20 day reporting period-Attendance and suspension data will assist in monitoring students' attendance **including the TSI identified student groups B/AA, BHN, &amp; Hispanic **and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p> <p>* 20 day reporting period-Student discipline reports will assist in monitoring students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic** behavior and effectiveness behavioral interventions and supports measures aimed at reducing student discipline incidents.</p>					
<p><b>[S 3.3] Parent, Family, and Community Engagement</b> Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p>	<p><b>[A 3.3.1] Annual title I Meeting and Data Meeting</b> Treadwell Elementary will conduct an Annual Title 1 Meeting to discuss school-wide data, upcoming parent meetings, school levels per content area, parents' right to know, the status of employees, and Title I. There will be an AM and PM meeting for all stakeholders.</p>	<p>Penny Cole, Jameaka Black, Jason Carr</p>	<p>05/23/2025</p>		

<p><b>**Implementation (Tool and frequency)**</b></p> <p>* Semi-annual adopter surveys * Semester review board survey for attendance rate</p> <p>* <b>**Effectiveness (Effectiveness metric of tool used, including frequency)**</b></p> <p>* <b>**All students at**</b> Treadwell Elementary <b>**including the TSI identified student groups B/AA, BHN, &amp; Hispanic, **should have an overall chronically absenteeism rate of less then 20% compared to 2023-2024 25.5%</b></p> <p>* Each semester, review the attendance and discipline 20 day report for schools that have a trained parent ambassador to determine the impact on their attendance rates <b>**including the TSI identified student groups B/AA, BHN, &amp; Hispanic**</b> .</p> <p>* Conduct a semi-annual adopter surveys to monitor their impact on students' <b>**including the TSI identified student groups B/AA, BHN, &amp; Hispanic**</b> success by way of their contributions of resources and time.</p>					
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**[G 4] Early Literacy**

By June 2025, 40% of third grade students score proficient or advanced on the TN Ready assessment.

By June 2025, KK-2 students will increase iReady (URS) scores by at least 10% from fall to spring.

**Performance Measure**

Performance will be measured using the following tools:

TNReady Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 4.1] Professional Development</b> Build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>* Quarterly PD for educational Assistants * Biweekly Early childhood literacy feedback form * Semester pre and post teacher survey</p> <p>**Effectiveness (Effectiveness metric of tool used, including frequency)**</p> <p>* **All K-2 students at** Treadwell Elementary **including the TSI identified student groups B/AA, BHN, &amp; Hispanic, **should perform at or above the 70% on Schoolwide Formative Assessments.</p> <p>* Biweekly informal observation data will indicate</p>	<p><b>[A 4.1.1] Third grade commitment</b> Treadwell Elementary teachers in 2nd-grade teachers will prepare all students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic,** for the 3rd grade by utilizing the instructional resource document provided by the district. The 2nd-grade teachers have been assigned an educational assistant to help support with small group instruction and progress monitoring. A teacher lead has also been identified to ensure all 2nd-grade students are equipped with the essential instructional aids in order to increase academic achievement.</p>	Penny Cole, Jameaka Black, Jason Carr, Linda Campbell	05/23/2025		

<p>that at least 95% of K-2 teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Quarterly PD for educational Assistants to support students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic **will show students' mastery of standards at 80% or higher.</p> <p>* Semester pre and post survey to provide feedback, additional PD opportunities, and individualized coaching to K-2 sped teachers to support students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic **</p>					
<p><b>[S 4.2] K-2 Early Literacy</b> Treadwell Elementary will increase ELA meeting or exceeding expectations proficiency rates for all students in grades K-2 , **including the TSI identified subgroups B/AA, B/H/N, EL, and H **on the I-Ready assessment from 66.74% in 2023-24 to 73.4% in 2024-25.</p> <p><b>Benchmark Indicator</b> **Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>* Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric * Quarterly student work samples * Daily exit tickets</p> <p>**Effectiveness (Effectiveness metric of tool used, including frequency)**</p>	<p><b>[A 4.2.1] Action Steps</b> Professional Development session on ELA K-2 will serve as precursors for on-going professional development that will continue to take place during the entire school year to build teacher capacity.</p> <p>Emphasis will be placed on gathering highly effective strategies to improve the academic achievement of our ESL/ELL learners, BHNA learners, students with disabilities and economically disadvantaged learners.</p>	<p>Penny Cole, Jameaka Black, Linda Campbell</p>	<p>05/23/2025</p>		

<p>* **All K-2 students at** Treadwell Elementary **including the TSI identified student groups B/AA, BHN, &amp; Hispanic, **should perform at or above the 70% on Schoolwide Formative Assessments.</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Quarterly review of all K-2 student work samples **including the TSI identified student groups B/AA, BHN, &amp; Hispanic **will show students' mastery of standards at 80% or higher.</p> <p>* Daily exit tickets will reflect at least 90% of all students **including the TSI identified student groups B/AA, BHN, &amp; Hispanic** scoring 80% or higher.</p>					
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#### **[G 5] ATSI\_TSI Subgroup**

In order to meet the requirements for the grant, this goal needs to address what will be done for the ATSI student group, ELL.

Treadwell Elementary will Implement standards aligned curriculum for English Learners (ELL) subgroup (ATSI) through controlled use of technology, and concentrated supervision in areas specific to English Learners (ELL). Treadwell Elementary will hone in on English Learners (ELL) subgroup (ATSI)\*\* \*\*as priority for interventions and rigorous implementation of the standards based curriculum.

Treadwell Elementary will increase ELA meeting or exceeding expectations proficiency rates for all students in grades 3-5 , \*\*including the TSI identified subgroups B/AA, B/H/N, EL, and H \*\*on the TCAP assessment from 10.1 in 2023-24 to 20% in 2024-25 which will indicate a 10% increase in performance.

Treadwell Elementary will increase Math meeting or exceeding expectations proficiency rates for all students in grades 3-5 , \*\*including the TSI identified subgroups B/AA, B/H/N, EL, and H \*\*on the TCAP assessment from 9.2% in 2023-24 to 18% in 2024-25 which will indicate an 8.8% in performance.

#### **Performance Measure**

Performance will be measured using the following tools:

ELPA21 Assessment

TNReady Assessment

School wide formative Assessment.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 5.1] Standard Aligned Core Instruction</b> **Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>* Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric * Quarterly student work samples * Daily exit tickets</p> <p>**Effectiveness (Effectiveness metric of tool used, including frequency)**</p> <p>* **The ATSI identified subgroup ELL,** should perform at or above the 70% on school wide Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better.</p> <p>* Quarterly review of all ELL student work samples **including the TSI identified student groups B/AA,</p>	<p><b>[A 5.1.1] Weekly Collaborative Planning</b> In order to meet the requirements for the grant, this strategy and benchmark indicator needs to address what will be done for the ATSI student group, ELL.</p> <p>Standard Aligned professional learning and support recommendations to each district's schedule, staffing, and delivery needs for all students including specifically Treadwell Elementary will Implement standards aligned curriculum for English Learners (ELL) subgroup (ATSI) . Daily Targeted Supports and Enrichment Opportunities In order to ensure students receive targeted support and enrichment opportunities, Admin Lead and Content Lead will support teachers in Utilizing the PLC Planning Protocol to provide support with big picture planning. Implementing a data-informed instruction cycle protocol to analyze assessment data to make informed instructional decisions. Using the LASW protocol to support targeted feedback and support for students. Utilizing item analysis to identify misconceptions during the planning and data analysis processes. Arrange planning times to ensure GenEd &amp; SpEd can co-plan to ensure planning sessions are text-based and standards-based while addressing learning gaps. Create a weekly PLC meeting schedule to address district academic focus priorities monthly. In addition to our curriculum-embedded professional learning content, we offer:</p> <p>* Student Materials – digital &amp; print options * Teacher Materials – digital &amp; print options</p>	<p>Penny Cole, Linda Campbell, Jason Carr, Jameaka Black</p>	<p>05/23/2025</p>	<p>ATSI  SBB  Title I</p>	

<p>BHN, &amp; Hispanic **will show students' mastery of standards at 70% or higher.</p> <p>* Daily exit tickets will reflect at least 90% of students scoring 70% or higher.</p> <p><b>Benchmark Indicator</b>  **The ATSI identified subgroup ELL,** should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter.</p> <p>Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District and school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction.</p> <p>District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester.</p> <p>Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.</p>	<p>including module and unit plans, lesson plans, assessments, and embedded professional learning</p> <ul style="list-style-type: none"> <li>* Book list of authentic texts at the heart of the curriculum</li> <li>* Curriculum map</li> <li>* Integrated, lesson-specific supports for ELLs</li> <li>* Lesson-level supports for students with special needs</li> <li>* Family Resources</li> </ul>				
	<p><b>[A 5.1.2] Data Meetings</b>  There will be "Content-Specific" weekly data meetings to create critical planning alignment for school leaders and teachers to meet and discuss the results of the assessment data to inform future planning and instruction. Treadwell Elementary will Implement standards aligned curriculum for ALL students and specifically hone in on English Learners (ELL) subgroup (ATSI) and Black or African American (Blk/AA), Black/Hispanic, Native</p>	<p>Penny Cole,  Jameaka Black, Linda Campbell,  Jason Carr</p>	<p>05/23/2025</p>	<p>ATSI</p> <p>SBB</p> <p>Title I</p>	

	American (B/H/NA), English Learners (ELL) , Hispanic (H) subgroups (TSI). The data meeting is specifically designed to understand and use student assessment data to drive instruction. The professional development sessions will focus on previous and current student academic data, including but not limited to previous TCAP assessments; Universal Screener data; content specific common assessments; diagnostic assessments; intervention data; progress monitoring data, and classroom assessments including entrance and exit tickets. The Instructional Resource and English as a Second Language teacher will share best practices as it relates to closing the gaps with those subgroups.				
	<p><b>[A 5.1.3] Enrichment and Tutoring</b> Treadwell Elementary students will receive additional instructional support during Tutoring. EL students in grades Kinder - 5th will receive scaffolded lessons on their level to assist with closing the instructional gaps. Tier 1 students will be enriched through the use of project-based learning and reteaching will occur for tier 2</p> <p>ATSI Targeted Students Tutoring (ELA and Math) each semester: 5 teachers for 5 weeks for 3 hours a week at a rate of \$30.00 per hour Total = \$2,250 x 2 semesters = \$4,500. **Total with benefits = \$5,251.25**</p>	Penny Cole, Jameaka Black, Linda Campbell, Jason Carr	05/23/2025	ATSI	
	<p><b>[A 5.1.4] Professional Development</b> Treadwell Elementary teachers and administrators will attend virtual, local, state, and national training (PD) to strengthen their professional knowledge about students' academic and social needs. These professional training will provide:</p> <ul style="list-style-type: none"> <li>* Various strategies and techniques(including implementing Tennessee State Standards).</li> <li>* Behavior management strategies.</li> <li>* Assessment techniques.</li> <li>* Directed teaching methods.</li> </ul>	Penny Cole, Jameaka Black, Jason Carr, Linda Campbell	05/23/2025	ATSI	

	<p>* Acting as a coach and support to teachers.  * Modeling effective intervention strategies.  After the training, teachers, and administrators will return and pass the newly acquired knowledge or strategies to other staff members.</p> <p>PD will benefit all students, including the ATSI identified subgroup English Language Learners (ELL).</p> <p>Professional Development Professional Get Your Teach On is your all-access pass to creating magic in your schools and classrooms. It's not just a professional development conference, it's an educational EXPERIENCE!</p> <p>Number and position titles who will participate  Kinder - 2nd Math and 3rd - 5th Math = 2, Kinder - 2nd ELA and 3rd - 5th ELA = 2, and ESL = 1</p> <p>Expenses to be paid such as registration, travel, lodging, meals Professional development per person workshop 629, flight 406.32, room 247.00 (5) = \$1,235 Workshop Breakfast 48.00, lunch 48, dinner 108.00 Baggage 60.00 transportation 100.00 = \$2,634.42 each x 5 teachers = **\$13,171.60**</p>				
	<p><b>[A 5.1.5] Instructional Materials, Supplies, Technology and Resources</b>  PLC Coach will purchase instructional supplies, software, technology (Laptops, tablets, interactive boards, etc.) and materials to support and enhance achievement for all students, including the ATSI identified subgroup English Language Learners (ELL).</p>	Penny Cole, Jameaka Black, Jason Carr, Linda Campbell	05/23/2025	ATSI	

	<p><b>**Vendor: School Specialty**</b></p> <p><b>**48 ELA Kits/Manipulatives at \$150.90 each = \$7,243.20 **</b></p> <p><b>**45 Math Kits/Manipulatives at \$57.04 each = \$2,566.80 **</b></p> <p><b>**8 Math Kits/Manipulatives for \$117.60 each = \$940.80 **</b></p> <p><b>**63 headphones at \$8.66 each = \$547.03**</b></p> <p><b>**10 Post it Self Stick Easel Pad Grid Ruled White at \$53.75 each =\$537.50 **</b></p> <p><b>**4 Post it Self Stick Easel Pad unruled White at \$151.18=\$604.72 **</b></p> <p><b>**Estimated Shipping=Free**</b></p> <p><b>**Total = ****\$12,440.05**</b></p> <p><b>**Student Laptops HP ProBook 430G 60 at****</b>  <b>****\$697.84 = ****\$41,870.40 ****Vendor: Thomas Consultants **</b></p> <p><b>**Deployment for Student Laptops 60 @ \$14 each = ****\$840**** Vendor: Broadway Typewriter Company**</b></p> <p><b>**Anywhere Cart - 30 Unit 2 at \$688.85 = ****\$1,377.70**** Vendor: Thomas Consultants**</b></p> <p><b>**Deployment for Anywhere Cart - 30 Unit 2 @ \$24.50 each =**** \$49.00**</b></p>				
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	<b>**Equipment and Deployment Total =</b> <b>****\$44,137.10**</b>				
	<b>**Grand Total = \$56,577.15**</b>				