

Treadwell Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts K-5

By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, all students including the TSI identified student groups B/AA, BHN, and ED will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and supports throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

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, and ED **on the TCAP assessment from 8.7% in 2023-24 to 15% in 2025-26.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

I Ready quarterly Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop all students' including the TSI identified student groups B/AA, BHN, and ED deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <ul style="list-style-type: none"> * Quarterly School-wide Formative Assessments * Weekly Informal Observation Tool and rubric * Quarterly common assessments(3-5) Mastery connect tool 	<p>[A 1.1.1] Standards align and core instruction **Standard Aligned professional learning and support recommendations to each district's schedule, staffing, and delivery needs. In addition to our curriculum-embedded professional learning content, we offer:**</p> <ul style="list-style-type: none"> * Student Materials – digital & print options * Teacher Materials – digital & print options including module and unit plans, lesson plans, assessments, and embedded professional learning * Book list of authentic texts at the heart of the curriculum * Curriculum map * Integrated, lesson-specific supports for ELLs * Lesson-level supports for students with special needs * Family Resources 	Penny Cole, Jameaka Black	03/30/2026	Title 1	

<p>* Quarterly I-Ready Progress monitoring K-2 Students</p> <p>* ** (Effectiveness metric of tool used, including frequency)**</p> <p>* Implementing quarterly school wide formative assessments will show 5% growth for 15% of all students including the TSI identified student groups B/AA, BHN, and ED.</p> <p>* Implementing weekly informal observations will show 5% growth for 15% of all students including the TSI identified student groups B/AA, BHN, and ED</p> <p>* Implementing quarterly common assessments will show 5% growth for 15% of all students in (3-5) including the TSI identified student groups B/AA, BHN, and ED.</p> <p>* Implementing quarterly I-Ready Progress monitoring will show 5% growth for 15% of all students in (k-2) including the TSI identified student groups B/AA, BHN, and ED.</p>					
	<p>[A 1.1.2] Conduct Content Specific Data Analysis</p> <p>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. 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 will share best practices as it relates to closing the gaps with those subgroups.</p>	Penny Cole, Jameaka Black	03/30/2026	Title 1	

<p>[S 1.2] Professional Development 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>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <ul style="list-style-type: none"> * Weekly professional development K-5 Teachers. * Bi-Weekly Instructional Leadership Team (ILT) professional development * Quarterly new teacher professional development * Professional Development Conference <p>**Effectiveness metric of tool used, including frequency**</p> <ul style="list-style-type: none"> * Providing weekly professional development (PD) will yield at least 75% of classroom teachers resulting in more effective daily instructional practices, resulting in at least 30% of students with a 5% increase on weekly CFA's. * Providing bi weekly professional development (PD) for the Instructional Leadership Team (ILT) members will yield 75% of classroom teachers resulting in more effective daily instructional practices, resulting in at least 30% of students with a 5% increase on formative assessments. * Providing quarterly new teacher professional development (PD) where teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester. * Providing professional development conferences for teachers and staff members resulting in more daily instructional practices, resulting in at least 	<p>[A 1.2.1] Professional Development 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 and ED learners, students with disabilities and economically disadvantaged learners.</p>	<p>Penny Cole, Jameaka Black</p>	<p>03/30/2026</p>	<p>Title 1</p>	
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30% of students with a 5% increase on formative assessments.					
	<p>[A 1.2.2] Out of town Professional Development Out of town Professional Development session in 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 B/AA and Hispanic learners, students with disabilities and economically disadvantaged learners.</p>	Penny Cole, Jameaka black, Jason Carr, Dr. Linda Campbell	03/31/2025	Title 1	
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement for all students including the TSI identified student groups B/AA, BHN, and ED</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>* Weekly PLC's with ELA content sign in sheet and agenda. * Weekly classroom walkthrough forms * Weekly collaboration planning with teachers, coaches, and district advisors weekly planning document.</p> <p>**Effectiveness**</p> <p>Implementing weekly PLC's with ELA content will show at least 15% of all students including the TSI identified student groups B/AA, BHN, and ED with</p>	<p>[A 1.3.1] Targeted Intervention and Personalized Learning 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>	Penny Cole, Jameaka Black	03/30/2026	Title 1	

<p>7% increase or more on-track or mastery.</p> <p>Implementing weekly classroom walkthroughs will show at least 15% of all students including the TSI identified student groups B/AA, BHN, and ED with 7% increase or more on-track or mastery.</p> <p>Implementing weekly collaborative planning with teachers, coaches and district advisors will show at least 15% of all students including the TSI identified student groups B/AA, BHN, and ED with 7% increase or more on-track or mastery.</p>					
	<p>[A 1.3.2] Extended Learning opportunities Treadwell Elementary students will receive additional instructional support during Extended Learning Tutoring. B/AA & B/H/N and ED 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>	Penny Cole, Jameaka Black	03/30/2026	Title 1	
<p>[S 1.4] Early Literacy K-2 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 to support the development of K-2 students reading skill set.</p> <p>Benchmark Indicator **Implementation (Tool and frequency)**</p> <p>* Quarterly Formative Assessments K-2 * Weekly Informal Observation Tool and rubric -2 * Quarterly I-Ready Progress monitoring K-2 Students</p> <p>* ** (Effectiveness metric of tool used, including frequency)** * Implementing quarterly school wide formative</p>	<p>[A 1.4.1] Standards Align Core Instruction I ready **Standard Aligned professional learning and support recommendations to each district's schedule, staffing, and delivery needs. In addition to our curriculum-embedded professional learning content, we offer:**</p> <p>* Student Materials – digital & print options * Teacher Materials – digital & print options including module and unit plans, lesson plans, assessments, and embedded professional learning * Book list of authentic texts at the heart of the curriculum * Curriculum map * Integrated, lesson-specific supports for K-2 students * Lesson-level supports for students with special needs * Family Resources</p>	Penny Cole	03/30/2026	Title 1	

assessments will show 5% growth for 15% of students K-2. * Implementing weekly informal observations will show 5% growth for 15% of students K-2. * Implementing quarterly I-Ready Progress monitoring will show 5% growth for 15% of students in (K-2).					
<p>[G 2] Mathematics By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom all students including the TSI identified student groups B/AA, BHN, and ED will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.</p> <p>Performance Measure 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 ED **on the TCAP assessment from 12.9% in 2023-24 to 20% in 2025-26.</p> <p>Performance measures will be monitored by the following:</p> <p>District Formative Assessments</p> <p>TNReady Assessment</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop all students' including the TSI identified student groups B/AA, BHN, and ED engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation (Tool and frequency)**</p> <p>* Quarterly School-wide Formative Assessments</p>	<p>[A 2.1.1] Standards aligned core instruction What We Know and Where We Need to Go High Quality Curriculum and System Improvement and High Quality Curriculum and System Improvement</p>	Penny Cole, Jameaka Black	03/30/2026	Title 1	

<p>* Weekly Informal Observation Tool and rubric</p> <p>* Quarterly common assessments(3-5) Mastery connect tool</p> <p>* Quarterly I-Ready Progress monitoring K-2 Students</p> <p> </p> <p>* **(Effectiveness metric of tool used, including frequency)**</p> <p>* Implementing quarterly school wide formative assessments will show 5% growth for 15% of all students including the TSI identified student groups B/AA, BHN, and ED.</p> <p>* Implementing weekly informal observations will show 5% growth for 15% of all students including the TSI identified student groups B/AA, BHN, and ED.</p> <p>* Implementing quarterly common assessments will show 5% growth for 15% of all students in (3-5) including the TSI identified student groups B/AA, BHN, and ED.</p> <p>* Implementing quarterly I-Ready Progress monitoring will show 5% growth for 15% of all students in (k-2)including the TSI identified student groups B/AA, BHN, and ED.</p>					
	<p>[A 2.1.2] Incorporate hands on activities with differentiated instruction</p> <p>The use of differentiated instructions based on students needs and tiers to provide targeted support.</p>	Penny Cole, Linda Campbell	05/22/2026	Title 1	
<p>[S 2.2] Professional Development</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>Benchmark Indicator</p> <p>**Benchmark Indicator**</p>	<p>[A 2.2.1] Provide Content Specific Professional Development</p> <p>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> </p> <p>Emphasis will be placed on gathering highly effective strategies to improve the academic achievement of our B/AA and Hispanic learners, students with disabilities and economically</p>	Penny Cole, Jameaka Black, Linda Campbell	03/30/2026	Title 1	

<p>**Implementation (Tool and frequency)**</p> <ul style="list-style-type: none"> * Weekly professional development K-5 Teachers. * Bi-Weekly Instructional Leadership Team (ILT) professional development * Quarterly new teacher professional development * Professional Development Conference <p>**Effectiveness metric of tool used, including frequency**</p> <ul style="list-style-type: none"> * Providing weekly professional development (PD) will yield at least 75% of classroom teachers resulting in more effective daily instructional practices, resulting in at least 30% of students with a 5% increase on weekly CFA's. * Providing bi weekly professional development (PD) for the Instructional Leadership Team (ILT) members will yield 75% of classroom teachers resulting in more effective daily instructional practices, resulting in at least 30% of students with a 5% increase on formative assessments. * Providing quarterly new teacher professional development (PD) where teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester. * Providing professional development conferences for teachers and staff members resulting in more daily instructional practices, resulting in at least 30% of students with a 5% increase on formative assessments. 	<p>disadvantaged learners.</p>				
	<p>[A 2.2.2] Performance Based Objectives for Math Professional Development</p> <p>Treadwell elementary teachers in grades K-5 will receive high-quality ongoing weekly professional development sessions in math instruction. Teachers will share and learn math instructional strategies and techniques to enhance their learning environment. Teachers will collaborate on specific mathematics strategies to improve student academic achievement and practical classroom</p>	<p>Penny Cole, Jameaka Black</p>	<p>03/30/2026</p>	<p>Title 1</p>	

	strategies to promote student success.				
	<p>[A 2.2.3] Out of town Professional Development Out of town 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 B/AA and Hispanic learners, students with disabilities and economically disadvantaged learners.</p>	Penny Cole, Jason Carr, Jameaka Black, Dr Linda Campbell	03/31/2025	Title 1	
<p>[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement for all students including the TSI identified student groups B/AA, BHN, and ED.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **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>[A 2.3.1] K-5 Academic Tutoring 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>	Penny Cole, Jameaka Black, Linda Campbell	05/22/2026	Title 1	

<p>Monthly progress monitoring data will reflect students all students **including the TSI identified student groups B/AA, B/H/N and ED,** 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, B/H/N and ED, **students moving from Tier 3 to tier 2 to tier 1.</p>					
	<p>[A 2.3.2] Provide Highly Effective Lesson Delivery for Subgroups Treadwell Elementary teachers will collaborate with Lead Teachers and Instructional resource teachers to develop professional development for strategies to dive deeper into content for student subgroups. The professional development will strengthen the learning development for B/AA B/H/N and ED generally refers to any group of students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, language abilities, or school-assigned classifications (e.g., special-education students).</p>	Penny Cole, Jameaka Black	05/22/2026		
<p>[G 3] Safe and Healthy Students By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance through the implementation of attendance interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.</p> <p>Performance Measure Treadwell Elementary will decrease the chronic absenteeism rate (K-5) from 27.4% in 2023-24 to 20% in 2025-26., **including the TSI identified subgroups B/AA, B/H/N, and ED.**</p> <p>Performance will be measured using the following tools:</p> <p>Power School</p> <p>Classroom Daily Attendance tracker</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] Early Identification and tracking system	[A 3.1.1] Improve Attendance goal precentage	Penny Cole,	05/22/2026		

<p>Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate supports for students, including those in the TSI identified subgroups B/AA, B/H/N, and ED.</p> <p>Benchmark Indicator **Implementation (Tool and frequency)**</p> <p>* 20 day attendance reporting period in Power School. * Quarterly attendance reporting period Power School. * Daily Attendance tracker in Power School.</p> <p>* Monitoring 20 day attendance will show 5% decrease in chronically absenteeism. * Monitoring quarterly attendance will show 5% decrease in chronically absenteeism. * Monitoring daily attendance tracker will show 5% decrease in chronically absenteeism.</p>	<p>Treadwell Elementary Professional School Counselors will conduct attendance celebrations for the students meeting the attendance goals each 20-day period.</p>	<p>Jameaka Black, Stacy Erves</p>			
	<p>[A 3.1.2] SART Meeting 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</p>	<p>Penny Cole, Stacy Erves</p>	<p>05/22/2026</p>		
<p>[S 3.2] School and climate student engagement Provide ongoing school-wide high quality professional development for teachers, and other instructional staff to focus on changing instructional practices that result in improved attendance and behavior positively impacting achievement for all students, including those in the TSI identified subgroups B/AA, B/H/N, and ED.</p> <p>Benchmark Indicator **Implementation (Tool and frequency)**</p>	<p>[A 3.2.1] Professional Development for ACES and SEL Training 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.</p>	<p>Penny Cole, Jameaka Black, Stacy Erves</p>	<p>05/22/2026</p>		

<p>* Student discipline reports - 20 day reporting period in Powerbi</p> <p>* Attendance and suspension data - 20 day reporting period in Powerbi</p> <p>* Daily Attendance tracker in PS.</p> <p>* Weekly behavior tracker</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, & ED, **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, & ED **aimed at improved student attendance.</p> <p>* Weekly behavioral tracker will assist in monitoring students **including the TSI identified student groups B/AA, BHN, & ED** 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, & ED **and the effectiveness of behavioral interventions and supports measures aimed at improved student attendance.</p>					
	<p>[A 3.2.2] RTIB2 Professional Development</p> <p>The RTIB2 team will provide RTIB2 professional</p>	Penny Cole, Jameaka	05/22/2026		

	development for all teachers and staff members. This professional development will provide an overview of incentives, school-wide rules and expectations, discipline trackers, and more.	Black, Stacy Erves			
<p>[S 3.3] Parent, Family and Community Engagement Promote effective parent, family and community activities and resources that support safe schools which will improve attendance and behavior for all students, including those in the TSI identified subgroups B/AA, B/H/N, and ED.</p> <p>Benchmark Indicator **Implementation (Tool and frequency)**</p> <p>* Semi-annual adopter surveys * Semester review board survey for attendance rate</p> <p>* **Effectiveness (Effectiveness metric of tool used, including frequency)** * **All students at** Treadwell Elementary **including the TSI identified student groups B/AA, BHN, & ED, **should have an overall chronically absenteeism rate of less then 20% compared to 2023-2024 25.5%</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 **including the TSI identified student groups B/AA, BHN, & ED** .</p> <p>* Conduct a semi-annual adopter surveys to monitor their impact on students' **including the TSI identified student groups B/AA, BHN, & ED** success by way of their contributions of resources</p>	<p>[A 3.3.1] Annual title I Meeting and Data Meeting 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>	Penny Cole, Jameaka Black, Stacy Erves	05/22/2026		

and time.					
	<p>[A 3.3.2] Evaluate and Improve</p> <p>Treadwell will set clear goals for family engagement (e.g., increase attendance at events by 25%).</p> <p>Use surveys, focus groups, and attendance data to assess impact.</p> <p>Adjust plans based on what works and what doesn't.</p>	Penny Cole, Stacy Erves	05/22/2026		