# Robert R. Church Elementary Annual Plan (2024 - 2025)

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| **[G 1] Robert R. Church School will increase the percent of students who are on track or, mastered in Reading to the TCAP assessment from 20.1% to 30% by spring of SY 24-25.**Robert R. Church will increase proficiency rates by 10% in reading on the TCAP assessment in spring of 2025.**Performance Measure**Performance will be measured using the following tool:TNReady assessmentBi-Weekly AssessmentsIReady Benchmark Assessments |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Standard Aligned Core Instruction**Provide daily access to a rigorous reading/language arts curriculum that will develop students’ deep understanding of the content, strengthen comprehension, strong writing skills, and promote mastery of TN Standards to ensure students are career and college ready.School level data shows the following for Fall 2023 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2023 Mastery Connect results show overall 35.4% met plus exceeded in ELA.**Benchmark Indicator**\*\*Benchmark Indicator\*\*\*\*Implementation:\*\*Quarterly School-wide Formative AssessmentsWeekly lesson plansQuarterly student work samplesDaily exit tickets\*\*Effectiveness:\*\*Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher.Quarterly review of student work samples will show students’ mastery of standards at 80% or higher.Daily exit tickets will reflect at least 90% of students scoring 80% or higher. | **[A 1.1.1] Provide Instructional Resources and Supplies**To improve student achievement by providing the following secure supplies, material, equipment, and support for classroom instruction such as computers, computer carts, deployment of computers, smart boards printer ink, etc. | Katrina Hibler | 11/29/2024 |  |  |
|  | **[A 1.1.2] Assessment Tools**Utilize district formative assessment tools to guide instruction and develop individualized learning opportunities for all students to ensure readiness skills. | Katrina Hibler | 05/30/2025 |  |  |
|  | **[A 1.1.3] Extended Learning and RTI2**\*\* \*\*To provide academic intervention and personalized learning to improve reading achievement. | Katrina Hibler | 05/30/2025 |  |  |
| **[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.**Benchmark Indicator**\*\*Implementation:\*\* Weekly collaborative planning agenda and minutes Monthly professional development agenda and minutes Weekly PLC meeting agenda and minutes\*\*Effectiveness:\*\*Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. | **[A 1.2.1] Faculty, New Teacher, Zone, and Parent University Meetings**To provide support to teachers, instructional leaders and parents through professional development opportunities through: PLC Weekly Meetings Provide Teacher SupportSummer Professional Development-SDE Conference, Model Schools Conference, Standards institute, District Offerings Parent University-Session for parents to move academic/social needs through Parent Universities and curriculum nights | Katrina Hibler, Elke Griffin, Dr. Carmen Barfield | 06/28/2025 |  |  |
|  | **[A 1.2.2] National Institute for Excellence in Teaching**To provide support through professional development to improve reading instruction. Memphis Shelby County Schools will partner with National Institute for Excellence in Teaching (NIET) to raise achievement levels for all students by focusing on the most powerful lever for change: teachers and the leadership that supports them. | Marqui Fifer | 06/30/2025 |  |  |
| **[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.**Benchmark Indicator**\*\*Implementation:\*\*Monthly progress monitoring dataMonthly data meeting agenda and minutesQuarterly benchmark assessment dataWeekly fidelity checksWeekly iReady reports\*\*Effectiveness:\*\*Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. | **[A 1.3.1] Extended Learning and RTI2**To provide academic intervention and personalized personalized learning to improve reading achievement.RTI2- Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning p=pace and instructional approaches to meet the needs of each learner. The interventionist ensures teacher implement scheduled intervention time daily for all students at their various levels. (Tier 2 & 3).Extended Tutoring-TCAP Saturday Sessions, Paid tutoring sessions, Trailblazer Tutoring Time provides focused instruction in reading to address skill deficits. | Katrina Hibler | 05/30/2025 |  |  |
|  | **[A 1.3.2] Professional Development**To provide strategies for teachers to increase academic achievement in reading and to utilize intervention and assessment data effectively for personalized tutoring and instruction. | Katrina Hibler, Elke Griffin, Dr. Carmen Barfied | 05/30/2025 | Title One [$9000.00] |  |
| **[G 2] Robert R. Church Elementary will increase the Math rate of met plus exceeded in TCAP Achievement from 15.2% in 2023 to 25.0% in 2025.**Robert R. Church Elementary will increase proficiency in Math by 10% on the TCAP assessment by 2025.**Performance Measure**Performance will be measured using the following tools:TCAP AssessmentBenchmark Assessments using IReaadyBi-weekly assessments |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard Aligned Core Instruction**Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students’ engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.**Benchmark Indicator**Implementation: Weekly collaborative planning agenda and minutes Monthly professional development agenda and minutesWeekly PLC meeting agenda and minutesEffectiveness: Weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. | **[A 2.1.1] Instructional Resources**To provide resources that will help to improve school academic achievement in mathematics.  Proved instructional materials, supplies and/or equipment to support implementation of instructional programs, such as paper notebooks, pencils, manipulatives, computers, desktops, 3D printer supplies, headphones, and calculators. | Katrina Hibler | 11/30/2024 |  |  |
|  | **[A 2.1.2] Common Formative Assessments**Common Formative assessments will be utilized to track improvement in mathematics. Grade level/content specific common assessments will be used to guide instruction and use of resources bases on student performance levels. | Katrina Hibler, Dr. Carmen Barfield | 03/31/2025 |  |  |
|  | **[A 2.1.3] Learning Stations**To create opportunities for instruction, practice, and mediation to improve academic achievement in mathematics. | Katrina Hibler | 04/03/2025 |  |  |
| **[S 2.2] Professional Development**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.**Benchmark Indicator**Implementation; Weekly collaborative planning agenda and minutes Monthly professional development agenda and minutes Weekly PLC meeting agenda and minutesEffectiveness:Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%.Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. | **[A 2.2.1] Zone Meetings/New Teacher Meetings/Parent University Meetings/PLC Meetings**To provide support to teachers, instructional leaders and parents through professional development opportunities through:PLC Weekly MeetingsProvide Teacher SupportSummer Professional Development-SDE Conference, Model Schools Conference, Standards institute, District OfferingsParent University-Session for parents to move academic/social needs through Parent Universities and curriculum nights | Katrina Hibler, Elke Griffin, Dr. Carmen Barfield, | 04/30/2025 | Title One [$9000.00] |  |
|  | **[A 2.2.2] Conferences**\*\* \*\*Attend professional development conferences to enhance school leaders and other staff members on research based innovative ways to improve math instruction. Attend conference Provide school level professional development on information gathered. Effectiveness Weekly- Discipline data Power BI Weekly- Power School attendance Reports | Katrin Hibler | 06/30/2025 |  |  |
|  | **[A 2.2.3] Summer Professional Development/Professional Development Sessions**To provide professional development in instruction to improve academic achievement in mathematics. Model Schools Conference, SDE Conference, District offerings, school-based offerings Effectiveness will be measured by:  TEM observations Monthly District Walkthrough tool  Quarterly Common Formative Assessments | Katrina Hibler | 07/18/2025 |  |  |
|  | **[A 2.2.4] National Institute for Excellence in Teaching**To improve academic achievement in mathematics | Marqui Fifer | 06/30/2025 |  |  |
| **[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.\*\* \*\*\*\* \*\***Benchmark Indicator**Implementation:Monthly progress monitoring dataMonthly data meeting agenda and minutesQuarterly benchmark assessment dataWeekly fidelity checks Weekly iReady reports Effectiveness:Monthly progress monitoring data will reflect students increasing by at least 2-3 data points.Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. | **[A 2.3.1] Summer Professional Development/Professional Development Sessions**To provide professional development in instruction to improve academic achievement in mathematics.Model Schools Conference, SDE Conference, District offerings, school-based offeringsEffectiveness will be measured by: TEM observationsMonthly District Walkthrough toolQuarterly Common Formative Assessments | Katrina Hibler | 06/30/2025 |  |  |
|  | **[A 2.3.2] National Institute for Excellence in Teaching**\*\* \*\*To improve academic achievement in mathematics Implementation -------------- Memphis Shelby County Schools will partner with National Institute for Excellence in Teaching (NIET) to raise achievement levels for all students by focusing on the most powerful lever for change: teachers and the leadership that supports them. NIET'S training sessions build educator experience to give all students the opportunity for success with a focus on student engagement and standards aligned instruction Participants will develop an understanding of tools and research-based practice that drive students towards owning their own learning and eliminating equity gaps to directly impact student success with aligned resources. Effectiveness ------------- Monthly - TEM Observation rubric Monthly - TEM Observation Scores Monthly - District Walkthrough Tool | Marqui Fifer | 06/30/2025 |  |  |
|  | **[A 2.3.3] RTI2**Provide academic intervention and personalized instruction.Implementation:Provide academic intervention and personalized learning 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. Interventionist ensures teachers implement intervention into daily schedule for all students (Tiers 1,2, & 3)Effectiveness:Daily InterventionBiweekly Progress Monitoring | Katrina Hibler | 05/30/2025 |  |  |
|  | **[A 2.3.4] Extended Learning**Provide extended learning opportunities to improve academic achievement in mathematics.Implementation:Trailblazer Tutor time, ZAP, TCAP Saturday Sessions, Paid Tutoring for SWD, Retired teachers tutoring.Effectiveness:Quarterly IReady Benchmark DataWeekly-Teacher created assessments and exit ticketsYearly-TCAP Assessment Data | Katrina Hibler, Elke Griffin | 04/30/2025 |  |  |
|  | **[A 2.3.5] Volunteer Tutoring**\*\* \*\*Provide tutoring opportunities for students in mathematics.ImplementationEach classroom teacher will volunteer for tutoring one hour a week to address deficit skills for students who need extra practice or re-teaching of standards that were not mastered during that time frame.EffectivenessBi-Weekly Assessments Quarterly-IReady Diagnostic AssessmentsYearly- TCAP Assessment Data | Elke Griffin, Katrina Hibler | 04/30/2025 |  |  |
| **[G 3] Robert R. Church Elementary School will decrease the chronic absenteeism rate of 38.4% by 10% by the spring of 2025..**Robert R. Church will see a 10% decrease in our chronic absenteeism by the end of the 24-25 school year.**Performance Measure**Interventions and supports will be measured using the following:\* PowerSchool Data\* PowerBI Data\* Share Point |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 3.1] Attendance and Behavior Interventions and Supports**Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.**Benchmark Indicator**Implementation:20-day attendance reports20-day behavior reports20-day suspension reportEffectiveness:20-day attendance reports will reflect a 5% decrease in the number of students absent from school.20-day behavior reports will reflect a 5% decrease in the number of student infractions.20-day suspension reports will reflect a 5% decrease in the student suspension rate. | **[A 3.1.1] Family Engagement Specialist**To improve chronic absenteeism by working with the attendance liaison at the school, students, and parents. | Tamika Young, Latoya Tabor-Strong, Kobra Jeffries | 05/30/2025 |  |  |
|  | **[A 3.1.2] Reset Room Specialist**To provide support to decrease disciplinary issues by working with students teaching them to redirect their actions. | Marqui Fifer | 05/30/2025 |  |  |
|  | **[A 3.1.3] RTIB2**Provide intervention plans to reduce disciplinary infractions through implementation of RTIB2 with fidelity that provides support to students with less than satisfactory behavior. | Elke Griffin, Dr. Carmen Barfield | 05/30/2025 |  |  |
| **[S 3.2] Professional Development**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**Benchmark Indicator**Implementation:Quarterly report cards and progress reportsDaily exit ticketsEffectiveness:Quarterly report cards will reflect 100% of students enrolled in advanced academics will have a passing grade of C or higher.Daily exit tickets will reflect at least 90% of students scoring 80% or higher. | **[A 3.2.1] Zone Meetings**\*\*[A 3.1.1] Zone Meetings\*\*Professional development focusing on instructional practicesImplementation Professional development sessions focusing on the four instructional practices, lessons that are objective drive, maximizing instructional time, task on the table, and measurable closure.  Data will be analyzed from quarterly common assessments.  Effectiveness  Quarterly- Mastery Connect Data  Monthly -District Walkthrough Tool  Monthly - TEM Observation Rubric | Marqui Fifer | 05/30/2025 |  |  |
|  | **[A 3.2.2] Conferences**Attend professional development conferences to enhance school leaders, counselors, and other staff members on research based innovative ways to improve student attendance and decrease discipline infractions.  Implementation  Attend conference  Provide school level professional development on information gathered.  Effectiveness  Weekly- Discipline data Power BI  Weekly- Power School attendance Reports | Katrina Hibler | 05/30/2025 |  |  |
|  | **[A 3.2.3] Conferences**Attend professional development conferences to enhance school leaders, counselors, and other staff members on research based innovative ways to improve student attendance and decrease discipline infractions.  Implementation  Attend conference  Provide school level professional development on information gathered.  Effectiveness  Weekly- Discipline data Power BI  Weekly- Power School attendance Reports | Katrina Hibler | 06/30/2025 |  |  |
|  | **[A 3.2.4] Summer Professional Development**\*\* \*\*Attend conference to enhance knowledge of disciplinary practices and improving daily attendance.  Implementation  Model Schools Conference  District offerings  Walk-throughs School level Professional Development | Katrina Hibler | 06/30/2025 |  |  |
|  | **[A 3.2.5] New Teacher Mentoring**\*\* \*\*Monthly new teacher mentoring sessions to provide support in implementing curriculum, classroom management and completing daily duties for teachers with 3 years or less in the classroom.  implementation  Provide monthly mentoring sessions Collaborative planning with mentors  Effectiveness  Monthly-District Walkthrough Tool  Monthly -TEM rubric  Weekly- Power BI Discipline data | Katrina Hibler | 05/30/2025 |  |  |
| **[S 3.3] Parent, Family, and Community Engagement**Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.**Benchmark Indicator**Implementation: Quarterly parent meeting agenda and minutes Semesterly parent-teacher conference sign-in sheets/minutesParent engagement opportunities and Parent Universities Effectiveness: Quarterly parent meetings will result in an increase in participation by at least 10%.Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. | **[A 3.3.1] Family Engagement Specialist**\*\* \*\*To improve chronic absenteeismImplementationWorks with parents to decrease chronic absenteeism and discipline referrals.EffectivenessWeekly- Power BI attendance dataMonthly - Parent University Training attendanceSART meetings for chronic absences as needed | Tamika Young, Kobra Jeffries, Latoya Tabor- Strong | 06/30/2025 |  |  |
|  | **[A 3.3.2] RITB2**Provide intervention plans to reduce disciplinary infractions Implement an RTIB2 behavior prevention and intervention plans with fidelity that provides support to students with less than satisfactory behavior.  Effectives- Weekly PowerBI data | Latoya Tabor-Strong, Kobra Jeffries | 06/30/2025 |  |  |
|  | **[A 3.3.3] Annual Title One Meeting**\*\* \*\*Parents will learn about the state of the school and resources available to assist all students with academics and mental/physical growth. Implementation Title One Meeting Effectiveness Yearly Title One Meeting Attendance | Katrina Hibler | 09/30/2024 |  |  |
|  | **[A 3.3.4] Parent University Resource Center**The center is a safe haven for parents to use technology for job applications, schoolwork check students' progress through online portal, access email for job and education opportunities, print out resources.ImplementationUtilize Parent Resource CenterEffectivenessMonthly Parent University Resource Center with 10% attendance | Katrina Hibler, Latoya Tabor-Strong, Kobra Jeffries | 06/30/2025 |  |  |
|  | **[A 3.3.5] Read for the Record and Community Read Day**Opportunity for the community to come and read to our students.  Implementation  Community leaders and stakeholder volunteer their time to promote literacy and the impact it has on us all.  Effectiveness  Bi-weekly Literacy Assessments  Community Participation | Pamela Shannon, Latoya Tabor-Strong, Kobra Jeffries | 05/31/2025 |  |  |
|  | **[A 3.3.6] Family Engagement Parent Trainings**\*\* \*\*Muffins for Moms/Donuts for Dads/Grandparent's DayEvent to bring students' mother and father-like figures to increase bonding opportunities with their children and build positive spirits. Moms and dads learn how the social and mental state of students is very important for students to learn and thrive in an education environment.Various content (Math, Science, Social Studies, ELA) nights where parents learn how to assist their children with their schoolwork. Parents also learn about the latest news in the subject curriculum.ImplementationParent University Meetings, Reading Night, Math Night, Science and Social Studies Night,EffectivenessAt least 10% parent attendance and participation during monthly meetingsOpportunity for the community to come and read to our students.ImplementationCommunity leaders and stakeholder volunteer their time to promote literacy and the impact it has on us all.EffectivenessBi-weekly Literacy AssessmentsCommunity Participation | Katrina Hibler, Latoya Tabor-Strong, Kobra Jeffries | 06/30/2025 | Title One [$3000.00] |  |
| **[G 4] Robert R. Church Elementary School will increase the school success rate of 14.7% by 10% by spring of 2025.**By June 2025, 40% of third grade students score proficient or advanced on the TCAP assessment. By June 2025, KK-2 students will increase iReady scores by at least 10% from fall to spring.**Performance Measure**Performance will be measured by: IReady Benchmark Assessments Bi-weekly Assessments TNReady Assessment |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 4.1] Professional Learning**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.**Benchmark Indicator**Implementation:Weekly collaborative planning agenda and minutesMonthly professional development agenda and minutesWeekly PLC meeting agenda and minutesBi-weekly Instructional Leadership Team (ILT) agenda and minutes Effectiveness: Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in an increase of student achievement by 10%. | **[A 4.1.1] Instructional Tiered Support**\*\*[A 4.1.1] Tiered Instructional Support\*\*\*\* \*\*Provide tiered instructional support, professional development, coaching, and data digs.  Implementation  Conduct weekly meetings to plan and review data from IReady Intervention  Provide support for creating small group and workstations that offer tiered individualized instruction  Effectiveness Weekly - IReady  Quarterly- Mastery Connect Assessment Data | Katrina Hibler | 05/30/2025 |  |  |
|  | **[A 4.1.2] Foundational Skills Support**Teachers will receive countless support from the ELA department chair.  Implementation The ELA chair will provide support through lesson planning sessions, modeling lessons, and foundational skills, walkthrough observations. The support will allow teachers to learn new strategies to implement and utilize resources for foundational skills whole and small group instruction  Effectiveness  Monthly - ELA foundational skills walkthroughs  Monthly professional development | Katrina Hibler, Tamara McCray | 05/30/2025 |  |  |
| **[S 4.2] Foundational Skills Professional Development**K-2 teachers will attend professional development to support with implementing high quality foundational literacy instruction and strategies from the PLC Coach and district reading coach (as needed).**Benchmark Indicator**Implementation Weekly collaborative planning agenda and minutesMonthly professional development agenda and minutesWeekly PLC meeting agenda and minutesBi-weekly Instructional Leadership Team (ILT) agenda and minutes EffectivenessBi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of foundational skills practices. Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified foundational skills instruction, resulting in an increase of student achievement by 10%.Weekly PLC meetings will provide strategies for teaching foundational skills which will result in 95% of teachers implementing instruction effectively. | **[A 4.2.1] Foundational Skills Support**Teachers will receive countless support from the school's laureate. Implementation  Laureates will provide support through lesson planning sessions, modeling lessons, and foundational skills, walkthrough observations. The support will allow teachers to learn new strategies to implement and utilize resources for foundational skills whole and small group instruction  Effectiveness  Monthly - ELA Literacy Foundational Skills Walkthrough Tool Monthly professional development | Katrina Hibler, Tamera McCray | 05/30/2025 |  |  |