

Shelby Oaks Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Shelby Oaks Elementary School will increase ELA met plus exceeded proficiency rates in grades 3-5 from 23.9% in 2024 to 28.0% in 2025.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

Formative Assessment using ANet

Diagnostic Assessment using IReady

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 students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>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.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>**Implementation**</p> <ul style="list-style-type: none"> o Quarterly School-wide Formative Assessments o Weekly Informal Observation Tool and rubric 	<p>[A 1.1.1] Implementation of Standards Interpretation Guides and Resources PLC Guides, Standards Interpretation Guides, Standards Alignment document, and Common Core Companion Guides will be utilized to align performance-based objectives to the state standards. School-wide whiteboard protocol to address PBOs, standards, and vocabulary. ANet has been purchased to provide teachers with standards-aligned assessments to inform the level of understanding and student mastery of state standards. Teacher-made common formative assessments will be given weekly and data meetings in grades 2-5 will be utilized to analyze students' progress toward goals. The results will drive re-teaching focus and strategies. During PLCs following the data meetings, teachers will engage in deliberate practice to improve instructional delivery. PLCs will be modeled after the Data-Informed Instruction format of Relay. Review of lessons plans and rigor of assessments with feedback provided. Weekly grade level collaborative planning sessions are utilized to plan</p>	<p>Shanika Jarrett, 3-5 Lead & Assistant Principal / Marilyn Flynn, K-2 Lead & PLC Coach</p>	<p>05/30/2025</p>		

<p>o Weekly lesson plans</p> <p>**Effectiveness**</p> <p>o Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</p> <p>o 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>o 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.</p>	<p>rigorous lessons and conduct deliberate practice strategies.</p>				
	<p>[A 1.1.2] Create Engaging Learning Opportunities</p> <p>K-5 teachers will plan and deliver engaging learning experiences that strategically create daily academically challenging, effective learning environments through the use of technology in learning stations, Interactive SmartBoards, and document cameras. Teacher behaviors and student behaviors will align with the instructional practices and use of the gradual release of responsibility. In PLCs, teachers will interpret the standards using the Know, Show, How strategy, PLC Guides, Curriculum maps, Standards Alignment document, and Standards Interpretation Guides to identify and address misconceptions. Specialized Educational Assistants (SEAs) assigned to kindergarten through second grade will participate in PLCs and engage students in small group instruction. Technology will be incorporated into station rotations. Students will be engaged in annotating all texts to identify and promote vocabulary through the word parts, and comprehension context clues. Fifth grade students scoring above the 60th percentile on iReady will participate in</p>	<p>Shanika Jarrett, 3-5 Lead & Assistant Principal / Marilyn Flynn, K-2 Lead & PLC Coach</p>	<p>05/30/2025</p>		

	Project-Based Learning opportunities to extend their learning during the Academic Hour (intervention block).				
	<p>[A 1.1.3] Utilization of Assessment Tools</p> <p>ILT and classroom teachers will utilize ANet and iReady to create, implement, and monitor bi-weekly common formative assessments. Bi-weekly data meetings will analyze assessments to determine learning gaps and create re-teaching plans. Assessments will be aligned to the standards and assess students on the standards taught during that period. Student trackers will be utilized to monitor individual student progress. Re-teaching strategies will be developed to close gaps that are identified during data meetings. Quarterly, teachers will engage in a deep dive analysis of ANet and iReady assessments to determine progress and need for curriculum adjustments. Teachers will maintain classroom data boards and PLC Coaches will maintain school-wide data boards.</p>	Shanika Jarrett, Assistant Principal / Marilyn Flynn, PLC Coach	05/30/2025		
	<p>[A 1.1.4] Supplemental Instructional Resources</p> <p>Shelby Oaks Elementary will provide supplemental supplies, materials, and instructional equipment to support and improve reading academic growth and achievement. Generation Genius are available to provide additional informational science texts and differentiated leveled texts. Language manipulative (letter tiles; Prefix, Suffix, Root word cards; word building cards; etc.) have been purchased to provide hands on experiences during learning stations. IXL has been purchased to support teaching and learning in the classroom. IReady Reading materials have been purchased to support Tier I instruction in ensuring teachers have the materials to help them instruct around the depth of the standard. Magnetic Reading has been purchased to support foundational skills literacy instruction. All students have access to a digital device or laptops to integrate technology during station rotations. Grades 3-5 have access to resources that include 30-30-30 chart, academic</p>	Marilyn Flynn, PLC Coach	05/30/2025		

	words with definitions, and four types of context clues chart.				
	<p>[A 1.1.5] Targeted Teacher Support We will need additional support in Leadership to help develop teachers and build literacy skills. The Assistant Principal will serve as the English Language Arts Grades 2-5 lead and an Interventionist will support writing instruction and intervention in the classroom. They will serve as the RTI2 lead, support teachers in planning for ELA instruction, and provide Professional Development around building literacy skills. In addition, Shelby Oaks has 12 teachers in the range of 0-5 years that will need individual coaching and support around standards-aligned instruction.</p>	Shanika Jarrett, Assistant Principal	05/30/2025		
<p>[S 1.2] Professional Development Provide professional development for teachers, administrators, and 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>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Weekly collaborative planning agenda and minutes o Monthly professional development agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of 	<p>[A 1.2.1] Meaningful Professional Development Opportunities School Leadership Team will provide ongoing, research-based professional development for teachers and staff through various activities such as modeling effective literacy instructional practices. School principal will act as a coach and support teachers by modeling effective intervention strategies. The District's Instructional Coach will provide zone professional development on trend areas determined by school and district walk-through. The ILT and administration team will provide feedback to teachers after informal observations following the Continuous Improvement process and use deliberate practice to practice re-teaching strategies. Strategies to improve literacy language of Special Education students and ELLs using the performance-based objectives. September – April monitoring and feedback of the District's Instructional Practices training will be provided to enrich the instruction of general education, special education, and ELLs. Additional support will be provided to 3rd grade teachers, new teachers, and struggling teachers identified through informal and formal observations through coaching by the PLC Coaches and District</p>	Marilyn Flynn, PLC Coach / Teyuna Boddie, PLC Coach	05/30/2025		

<p>instructional practices.</p> <p>o 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%.</p> <p>o Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators which will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.</p>	<p>Instructional Advisors using an instructional support plan. District staff provide monthly training to Specialized Educational Assistants on literacy strategies. Numerous staff and administrators are participating in Reading 360 and Tennessee Literacy Success Act Early Reading Training by the state leadership.</p>				
	<p>[A 1.2.2] Mentor for New Teachers</p> <p>Teachers who are new to Shelby Oaks are paired with mentor teachers to help support their professional growth in Reading instruction. New teachers are also assigned to PLC Coaches focus teachers case load. New teachers along with PLC Coaches will observe exemplary teachers followed by a reflection and feedback session. New teachers will participate in real-time deliberate practice of literacy strategies.</p>	<p>Michelle Hope, Principal</p>	<p>05/30/2025</p>		
	<p>[A 1.2.3] Parent Training</p> <p>Monthly, parent training will be offered to parents in all grades in-person to help their child succeed in school. Parents will learn and practice grade specific instructional strategies to use at home to help their child improve in reading and reinforce the skills taught during instruction. Parents will have the opportunity to make and be provided with hands on learning tools (flash cards, letter tiles, sight word list) to support students at home. Data meetings are held once a semester to train parents on reading data reports that students receive to understand their child's data and progress.</p>	<p>Kelly George, Family & Community Engagement Specialist</p>	<p>05/30/2025</p>		

	<p>[A 1.2.4] Family Reading Nights Parents and students will participate in Family Reading Night once each semester. Literacy activities will be planned for students in every grade PreK-5 for parents and students to participate together to strengthen reading proficiency in a fun and engaging environment. Community organizations will partner with the school to promote reading career knowledge.</p>	Marilyn Flynn, PLC Coach	05/30/2025		
	<p>[A 1.2.5] Attend High Quality Professional Development Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Shelby Oaks Elementary to increase their professional knowledge to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies. PLC Coaches and Administration will engage in out of state conferences (Innovative Schools, National Council of of Teachers of Mathematics, and ASCD Leadership Summit) to learn innovative and effective strategies and return to present Professional Development that will help teachers provide effective instruction to their students.</p>	Michelle Hope, Principal	05/30/2025		
<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</p>	<p>[A 1.3.1] Implementation of Extended Program Implement an extended school program from September – April for students in grades 2-5 after school. Students will be identified based on their challenges in reading. Teachers and assistants will</p>	Kimberley Whitmore/Dorothy Bradshaw - Fall & Spring Afterschool	04/11/2025		

<p>meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data o Monthly data meeting agenda and minutes o Quarterly benchmark assessment data <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. 	<p>be enlisted and trained to provide after-school support to the identified students two days a week and two Saturdays a month. Literacy Mid-South will tutor sixty students to support literacy. Arise2Read volunteers assist selected second grade students on increasing their sight word knowledge. Identified special education students in need of extended learning will participate in after school tutoring. Identified students scoring below level on the Spring TCAP in 4th and 5th grade will participate in during the day mandatory tutoring to support low deficit areas in Reading. A Summer Learning Academy will allow for students in grades K-5 to receive additional support to close gaps in mastery.</p>	<p>Tutoring Coordinators / Marilyn Flynn, LMS Tutoring Coordinator / Shanika Jarret, 4th & 5th grade During the Day Tutoring Coordinator</p>			
	<p>[A 1.3.2] Targeted Interventions Students performing at the Tier 2 and Tier 3 level will receive at least 30 or 45 minutes of targeted small group and targeted computer-based intervention in their instructional deficit skill area each day/week from certified K-5 teachers and HSEAs in K-2. Interventionist has been hired to assist classroom teachers with providing intervention to Tier 2 and Tier 3 students.</p>	<p>Shanika Jarrett, RTI2 Lead</p>	<p>05/30/2025</p>		

[G 2] Mathematics

Shelby Oaks Elementary School will increase Math met plus exceeded proficiency rates in grades 3-5 from 19.8% in 2024 to 24.0% in 2025.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

Formative Assessment using ANet					
Diagnostic Assessment using IReady					
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 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>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Quarterly School-wide Formative Assessments o Weekly Informal Observation Tool and rubric o Weekly lesson plans <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. o 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. o 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. 	<p>[A 2.1.1] Implementation of Standards Interpretation Guides PLC Guides, Standards Interpretation Guides, Standards Analysis Summary Report, Math Prescriptions, State Blueprints, and Common Core Companion Guides will be utilized to align performance-based objectives to the state standards. School-wide whiteboard protocols will address objectives, standards, and utilize vocabulary. ANet has been purchased to provide teachers with standards-aligned assessments to inform the level of understanding and student mastery of state standards. Teacher-made common formative assessments will be given bi-weekly and data meetings in grades 2-5 will allow for analysis of students' progress toward goals and determine re-teaching options. During PLCs and collaborative planning following the data meetings, teachers will engage in deliberate practice to improve instructional delivery. PLCs will be modeled after the Data-Informed Instruction format of Relay and the guidelines of the district. Review of lesson plans and rigor of assessments with feedback will be provided.</p>	Teyuna Boddie, PLC Coach / Marilyn Flynn, PLC Coach	05/30/2025		

	<p>[A 2.1.2] Create Engaging Learning Experiences K-5 teachers will plan and deliver engaging learning experiences that strategically build fluency and problem-solving skills. Teacher behaviors and student behaviors will align with the math practices and the use of manipulatives. In PLCs and collaborative planning, teachers will interpret the standards using the Know, Show, How protocol, PLC Guides, and Standards Interpretation Guides to identify and address misconceptions. Specialized Educational Assistants (SEAs) will participate in collaborative planning and engage students in small group instruction. Technology integration will be incorporated into center workstation rotations.</p>	Teyuna Boddie, PLC Coach / Marilyn Flynn, PLC Coach	05/30/2025		
	<p>[A 2.1.3] Utilization of Assessment Tools ILT and classroom math teachers will utilize ANet and iReady to create, implement, and monitor bi-weekly common formative assessments. Bi-weekly data meetings will allow teachers to analyze assessments to determine learning gaps and create re-teaching plans. Assessments will be aligned to the standards and assess students on the standards taught during that period. During instruction teachers will utilize academic monitoring to check for understanding and provide real-time feedback. Student trackers will be used to monitor individual student progress. Re-teaching strategies will be developed to close gaps that are identified during data meetings. Quarterly, teachers will engage in a deep dive analysis of ANet and iReady assessments to determine progress and need for curriculum adjustments. Teachers will maintain classroom data boards and student data folders, and PLC Coaches will maintain school-wide data boards.</p>	Marilyn Flynn, PLC Coach / Michelle Hope, Principal	05/30/2025		
	<p>[A 2.1.4] Supplemental Instructional Resources Shelby Oaks Elementary will provide supplemental supplies and materials, instructional equipment/technology, and manipulatives to support and improve math academic growth and</p>	Marilyn Flynn, PLC Coach / Teyuna Boddie, PLC Coach	05/30/2025		

	achievement. IReady Mathematics and TCAP Coach workbooks will be used with Tier 1 students during intervention/small group to address areas of enrichment. Math Instructional Guides are provided to all students in grades 3-5.				
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level during weekly PLCs and SOE Flight School (monthly faculty meetings) for ILT members, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance (i.e. student engaged, standards aligned-task, equity of voice, etc.).</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Weekly collaborative planning agenda and minutes o Monthly professional development agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. o 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%. o Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to 	<p>[A 2.2.1] Meaningful Mathematical Professional Development Opportunities Instructional Leadership Team will provide ongoing, research-based professional development for teachers and staff through various activities such as modeling Eureka Math and iReady Math practices. PLC Coach will support teachers by modeling effective intervention strategies. The District's Math Advisor will provide zone professional development on trend areas determined by school and district walkthroughs. The ILT and administration team will provide feedback to teachers after informal observations following the Continuous Improvement process and use deliberate practice to practice re-teaching strategies. Teachers will be trained on successful instructional strategies that will work to improve mathematics language of Special Education students and ELs will be accomplished by using the Mathematics Language of Literacy and performance-based objectives. September - December monitoring and feedback of District's Instructional Practice 4 - Mathematics Manipulative training will be provided to enrich the instruction of all students. Professional development will be provided to implement station rotations and integrate technology into the mathematics classroom. Professional development incorporating definition word walls and annotation of mathematics word problems will be provided. Sessions will be given to inform teachers on how to support students using digital devices or laptop during center workstation rotations.</p>	<p>Teyuna Boddie, 3-5 Lead & PLC Coach / Marilyn Flynn, K-2 Lead & PLC Coach</p>	<p>05/30/2025</p>		

ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators which will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.					
	[A 2.2.2] Mentoring New Teachers Teachers new to Shelby Oaks are paired with mentor teachers to help support their professional growth in math instruction. New teachers will also participate in the weekly New Teacher Network with administration and attend New Teacher Academies within the district. New teachers will engage in real-time coaching through deliberate practice during Collaborative Planning sessions.	Michelle Hope, Principal	05/30/2025		
	[A 2.2.3] Parent Training Monthly, parent training will be offered to parents of students in all grades in-person to help their child with the academic growth of skills. Parents will learn and practice grade specific Envision Math techniques to use at home to help their child improve in math as well as reinforce the skills taught during classroom instruction. Parents will also learn strategies for using math manipulatives and math vocabulary sessions at Family Math Nights and during monthly parent sessions. Our bi-lingual mentor assistant will conduct parent training sessions with non-English speaking parents that will help them support learning at home.	Kelly George, Family & Community Engagement Specialist	05/30/2025		
	[A 2.2.4] Family Math Nights Parents and students will participate in Family Math Nights once each semester. Math activities will be planned for families in every grade level PreK - 5 to participate together to strengthen math proficiency in a fun and engaging environment. Community organizations will partner with the school to promote math career opportunities. Make-and-take sessions will be utilized to provide parents with	Teyuna Boddie, PLC Coach	05/30/2025		

	materials to use at home to enhance their engagement with the children as well as to reinforce the skills taught in the classroom.				
<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.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data o Monthly data meeting agenda and minutes o Quarterly benchmark assessment data <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. 	<p>[A 2.3.1] Implementation of Extended School Program Implementation of an extended school program will take into effect from September - April for students in grades 2-5 after school on Tuesdays and Thursdays as well as IReady Lab to help students improve their academic achievement. Students will be identified based on assessment data in mathematics. Teachers and assistants will be enlisted and trained to provide after-school support to the identified students. A Summer Learning Academy will allow for students in grades K-5 to receive additional support to close gaps in mastery.</p>	Michelle Hope, Principal	05/30/2025		
	<p>[A 2.3.2] Targeted Intervention Tier II and Tier III math students will be identified through iReady diagnostic assessments. Tier III students will receive at least 45 minutes of targeted small group or targeted computer-based</p>	Shanika Jarrett, RTI-2 Lead	05/30/2025		

	<p>interventions each day from certified K-5 teachers. Tier II students will receive at least 30 minutes of targeted small group or targeted computer-based interventions each day from certified K-5 teachers or SEAs in K-2. Tier III students will be progress monitored weekly through AIMSweb and Tier II students will be progress monitored bi-weekly through AIMSweb. Diagnostic and progress monitoring data will be utilized in monthly RTI Data Meetings to determine areas of intervention, progress being made, and strategies.</p>				
<p>[G 3] Safe and Healthy Students Shelby Oaks attendance rate will increase from 92.3% in 2024 to 98% in 2025.</p> <p>Shelby Oaks chronic absenteeism rate will decrease from 21.3% in 2024 to 10% by Spring 2025.</p> <p>Performance Measure Interventions and supports will be measured using the following:</p> <p>* PowerSchool Data * PowerBI Data * 20 Day Attendance Reports</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p> <p>Benchmark Indicator **Implementation**</p> <ul style="list-style-type: none"> o 20-day attendance reports o 20-day behavior reports o 20-day suspension report 	<p>[A 3.1.1] Additional Support for Chronically Absent Students The school's clerical staff will ensure staff knows and follows correct attendance entry policies. Weekly, the SART Team will publish goals and communicate progress regularly to staff and parents. The goals are communicated to staff, students, and parents at the beginning of the school year and at various times during each 20 Day Reporting period.</p> <p>Daily, counselors will check attendance of chronically absent students and meet with the students to encourage more faithful attendance and set goals. Students will be rewarded</p>	Diamonesha Jones, Attendance Secretary/ Fellilian Patternson & John Collins, Professional School Counselors	05/30/2025		

<p>**Effectiveness**</p> <p>o 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.</p> <p>o 20-day behavior reports will reflect a 5% decrease in the number of student infractions.</p> <p>o 20-day suspension reports will reflect a 5% decrease in the student suspension rate.</p>	<p>(specifically noted) for attendance: (present each day, on time, and no early dismissals). Never Been Absent students will have their photos posted on a wall of fame in the main office each 20-day attendance period.</p> <p>Assistant principal will develop a team and assign students who were identified as being chronically absent the previous year. to the team members. The staff members will call their assigned students when they are absent by 9:30 daily and encourage the parents to get the students to school. The team will meet weekly to share progress and students that need an extra touch. Incentives will be provided for the students as their attendance improves. The assistant principal will report in weekly Admin meetings on the status of the students.</p> <p>Our business partners and organizations provide us with a bike each month to raffle for students with perfect attendance.</p> <p>The district's truancy department conducts home visits when students are not in school. Mentors will be enlisted to check-in and support chronically absent students.</p> <p>Teachers will call parents of students when absent for two consecutive days.</p>				
	<p>[A 3.1.2] Parent Communication and Support</p> <p>Counselors will communicate with parents weekly of chronically absent students to stress the importance of students being in attendance and develop plans to increase attendance.</p> <p>SART meetings will be held with parents after 5 days absent to work with parents on ways to improve students' school attendance. After 10 days of absence, the district will conduct a SARB meeting with parents to hold them accountable for</p>	<p>Diamonesha Jones, Attendance Secretary/ Fellilian Patterson & John Collins, Professional School Counselors</p>	<p>05/30/2025</p>		

	students' attendance and plans for attendance improvement.				
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development (Joyful Classroom and Responsive Classroom Practices) at the school for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance, building relationships with students, and behavior positively impacting student achievement.</p> <p>Benchmark Indicator **Implementation**</p> <p>o Semester RTI2-B data training agenda and minutes</p> <p>**Effectiveness**</p> <p>o Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions.</p> <p>o Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.</p>	<p>[A 3.2.1] RTI2-B Professional Development Counselors will provide PD on our schools' RTI2-B manual and plan that is implemented school wide. This will inform staff of our school's expectations, rules, and procedures for all areas of the building while sharing strategies and resources. Teachers and staff will learn how to properly implement the RTI2-B Plan for Shelby Oaks Elementary. Lesson plans are a part of the plan created for training students on the expectations in each area of the school. Parents will be presented with the plan during the Annual Title 1 Meeting in September 2024. The plan will be reviewed and discussed during monthly parent meetings and parent-teacher conferences.</p>	Fellilian Patterson & John Collins, Professional School Counselors	05/30/2025		
	<p>[A 3.2.2] Attend High Quality Professional Development Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Shelby Oaks Elementary to increase their professional knowledge to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State</p>	Michelle Hope, Principal	05/30/2025		

	Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies. We have conducted and will continue to conduct ACEs training. The district ESL office will assist us by providing professional development on cultural awareness to help us support our students that have English as a second language.				
	[A 3.2.3] 504 and SRT Professional Development Professional School Counselors and Attendance secretary will work together to provide PD on the 504 and Student Review process. Teachers will learn the implementation of the school-based referral system that focuses on individualized intervention and responsive services that are needed to support students' development and achievement.	Fellilian Patterson, Professional School Counselors / Diamonesha Jones, Attendance Secretary	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** o Quarterly parent meeting agenda and minutes o Semester parent-teacher conference sign-in sheets/minutes o Semester parent-needs survey **Effectiveness** o Quarterly parent meetings will result in an increase in participation by at least 5%.	[A 3.3.1] Parental Notifications and Support Student mentor groups will communicate with parents of chronically absent students the importance of students being in attendance and develop plans to increase attendance. SART meetings will be held with parents after 5 days absent to work with parents on ways to support students' school attendance. After 10 days of absence, the district will conduct a SARB meeting with parents to hold them accountable for students' attendance and plans for attendance improvement. Certificates will be provided to parents when their child's attendance improves. Students who attendance improves will obtain a special reward.	Michelle Hope, Principal	05/30/2025		

<p>o Semester parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p> <p>o Semester parent needs survey will provide parents with the tools and strategies to support their child with learning at home which will result in 10% improvement in student academic achievement and growth of the school.</p>					
	<p>[A 3.3.2] Family Engagement Meetings During monthly parent meetings, parents will gain professional development on the importance of students getting enough required sleep, how to help them support their child with learning, a balanced breakfast, and the rules and expectations of the RTI2-B Plan of Shelby Oaks Elementary School. Additional parental involvement meetings include: Annual Title 1 Meeting, Parent Teacher Organization Meetings, Family Data Nights once a semester, Family Literacy Night, Family Math and Science Night, Family Art Night, Family Health Night, etc.</p>	Kelly George, Family & Community Engagement Specialist	05/30/2025		

[G 4] Early Literacy

Shelby Oaks Elementary School will increase K-2 EARLY LITERACY met plus exceeded proficiency rates from 59.6% in 2024 to 64.0% in 2025.

Performance Measure

Early learners will be engaged in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming proficient readers by the end of grade 3.

Performance Measure By June 2025, 85% of KK-1 students will achieve Success criteria relative to the grade by the following: (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades. (b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[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.</p>	<p>[A 4.1.1] Tiered Instructional Support Provide K-2 teachers with tiered instructional support, professional development, coaching, and data digs. PLC Coaches and mentors will support new teachers on utilizing high quality instructional practices.</p>	Marilyn Flynn, PLC Coach	05/30/2025		

<p>Benchmark Indicator</p> <p>**Implementation**</p> <ul style="list-style-type: none"> o Weekly collaborative planning agenda and minutes o Monthly professional development agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes <p>**Effectiveness**</p> <ul style="list-style-type: none"> o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. o 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%. o Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators which will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. 					
	<p>[A 4.1.2] Support with Foundational Reading Skills</p> <p>The PLC Coaches and New Teacher Mentors will provide on-going support to the teachers as the year progresses with implementation of foundational skills strategies. As a result of these</p>	<p>Marilyn Flynn, PLC Coach</p>	<p>05/30/2025</p>		

	<p>sessions, K-2 teachers will have gained knowledge of the techniques to instruct students in foundational reading skills. They will become acquainted with the materials and learn how to follow the skills progression during both whole class instruction and small group intervention. Impact of professional development should be evident in classroom instruction of foundation skills and student achievement should be evident in an increase of intervention tier movement, iReady diagnostic results, and second grade TCAP assessment results. Teachers will also have an opportunity to participate in state Reading 360 training.</p>				
	<p>[A 4.1.3] High Quality Early Literacy The School Leadership Team will provide differentiated professional development opportunities to new teachers and all K-5 teachers. Teachers will be engaged in professional development provided by the district content advisors; data digs after each benchmark assessment, and district training. Teachers will take ownership of their professional growth through teacher selected PLZ district professional development sessions. Reading 360 instructional strategies will be incorporated into curriculum instruction.</p>	<p>Marilyn Flynn, PLC Coach</p>	<p>05/30/2025</p>		
	<p>[A 4.1.4] Targeted Early Literacy Teacher Support School Leadership Team will provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices that implement State Standards, behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.</p>	<p>Marilyn Flynn, PLC Coach / Michelle Hope, Principal</p>	<p>05/30/2025</p>		
	<p>[A 4.1.5] Attend High Quality Professional Development Teachers are participating in State Reading 360</p>	<p>Michelle Hope, Principal /</p>	<p>05/30/2025</p>		

	<p>trainings. Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Shelby Oaks Elementary to increase their professional knowledge and teaching pedagogy to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.</p>	Marilyn Flynn, PLC Coach			
	<p>[A 4.1.6] Supplemental Instructional Resources Shelby Oaks Elementary will provide supplemental supplies and materials, instructional equipment/technology, and manipulatives to support and improve early literacy academic growth and achievement. Magnetic Reading has been purchased for Grade 1 and will be purchased for grades K, 2 that will be used during intervention/small group to address areas of need as well as build literacy foundational skills within students.</p>	Marilyn Flynn, PLC Coach / Teyuna Boddie, PLC Coach	04/25/2025		
<p>[S 4.2] Instructional Coaches District assigned Instructional Coach and in house PLC Coach will be utilized to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Weekly coaching conversations minutes and next steps</p>	<p>[A 4.2.1] Foundational Skills Coaching K-2 Instructional Leads will engage in the following components:</p> <p>Works effectively with teachers and principal to discuss the areas of need and provide the needed support for improvement.</p> <p>Compile and share appropriate materials, resources, strategies, and activities utilized during the 120-minute Comprehensive Literacy Block that</p>	Marilyn Flynn, PLC Coach / Vivian Berkley, District Instructional Coach	05/30/2025		

<p>* Weekly review of Teacher Support logs to ensure high-yielding instructional and coaching practices meet the implementation expectations.</p> <p>* Monthly review of Teacher Support logs to measure the frequency and level of school-based support to K-2 teachers in the priority coaching areas to inform specific areas of support needed for teachers.</p> <p>**Effectiveness**</p> <p>* Weekly coaching conversations will result in 85% of teachers implementing effective foundational skills instruction into their learning environments.</p> <p>* Weekly teacher coaching practices will result in 85% of teachers implementing high yield strategies into their foundational skills block and result at least 10% of students in K-2 moving from below grade level to on grade level.</p> <p>* Monthly review of teacher support logs to measure the frequency of coaching and support will ensure teachers are being provided coaching around their priority areas of improvement which will result in 10% of teachers improving in the areas of refinement.</p>	<p>will help promote effective instruction during learning sessions.</p> <p>Assist with analyzing student data to make decisions about early literacy skills instruction.</p> <p>Maintains confidentiality of teacher support, so that teachers are willing to be acceptive of support and have protection of support areas.</p> <p>Complete and document coaching cycles to inform principal of the support given to K-2 teachers during a given period.</p> <p>Co-plan or lead collaborative planning sessions on early literacy skills to ensure effective planning takes place and teachers have the tools to help build foundational literacy skills within students.</p> <p>Co-teach K-2 literacy lesson(s) with colleagues to serve as a model of how to execute foundational skills lessons.</p> <p>Participate in Coaching Conversations with teachers in grades K-2 to ensure teachers are able to identify their areas of refinement and understand how to execute the support needed to improve in those areas.</p>				
	<p>[A 4.2.2] Deliver High-Quality Early Literacy Professional Development</p> <p>K-2 Instructional Leads will engage in the following:</p> <p>Attend Yearlong Early Literacy Professional Development provided by the district's Early Literacy Team to redeliver to K-2 teachers.</p> <p>Facilitate and/or co-facilitate school-based PD in foundational skills.</p> <p>Video captures delivering instruction to serve as a model for teachers.</p>	<p>Marilyn Flynn, PLC Coach / Tiffany Matthews, K-2 Instructional Lead</p>	05/30/2025		

	<p>Participate in Learning Walkthroughs using the FLQR walkthrough tool with the ILT for the purpose of identifying trends in early literacy instruction and provide PD as needed.</p> <p>Model effective literacy instruction and /or strategies.</p>				
	<p>[A 4.2.3] Literacy Rich Classroom One classroom per grade level will serve as a model classroom to support K-5 teachers in implementing a literacy rich environment in their classroom and to immerse students in language experiences. Identification of the model classroom will be based on the district's Literacy Rich Environment rubric.</p>	<p>Marilyn Flynn, PLC Coach</p>	<p>05/30/2025</p>		