Sherwood Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts
Sherwood Elementary will increase ELA met and exceeded 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 16.9% in 2024 to 23.0% in 2025.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

School Created formative 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 deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students, **including the TSI identified subgroups B/AA, B/H/N, and ED** are career and college ready. **Benchmark Indicator** **Benchmark Indicator** All students, **including the TSI identified subgroups B/AA, B/H/N, and ED,** should perform at or above the 70% on the school's Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined	**[A 1.1.1] PLC DEVELOPMENT** PLC teams will focus on unpacking standards to ensure they are teaching to the rigor of the standard. Teachers will use available resources to help develop lessons that are aligned to the depth of knowledge and rigor of the standard. Teams will also identify student misconceptions based on student work samples, assessment results, and student instructional levels. Teams will develop lesson to address these misconceptions to help students develop the mastery towards the standard. Teachers will learn how to develop scaffold to increase student achievement. Teams will also align their assessments and tasks to school based formative assessment and the TCAP assessment. Teachers will increase their rigor of material put in front of students. Teachers will also increase their use of District provided materials to develop lesson for students.	Lesa Taylor-assistant principal	04/11/2025	Title 1	

in the rubric and gauge the implementation of standard aligned instruction. Monthly District Walkthrough data will be monitored through the district's PD management system (Professional Learning Zone/PLZ) for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.					
	[A 1.1.2] Provide Supplemental Resources to Improve Student Achievement Teachers will be provided with additional resources such as a die cutting machine, reading resource flip charts; classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (computers, interactive boards, headphones, charging stations for one to one devices, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement.	Jason Ellis-PLCC	12/20/2024	Title 1	
	[A 1.1.3] Professional Development Teachers will receive ongoing professional development opportunities based on data from walkthroughs, assessment data, trends within the school, and observations by administrators, Instructional Coaches for Network 4, and District personnel. Teachers will be required to attend professional developments to support their subject taught when available through the District. Various teachers and administration will attend out of town professional development opportunities to learn various techniques used in other schools and districts in order to increase student achievement. Teachers will also receive professional development from Achievement Network on how to	Terra Stigger-Principal	04/11/2025	Title 1	

	create, administer and analyze standard aligned assessments to increase student achievement.				
[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: 1. Weekly collaborative planning minutes 2. Monthly professional development minutes Effectiveness 1. Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks. 2. Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level 3 or higher.	**[A 1.2.1] Professional Development** Teachers will receive ongoing professional development opportunities based on data from walkthroughs, assessment data, trends within the school, and observations by administrators, Instructional Coaches for Network 4, and District personnel. Teachers will receive professional development during school on how to analyze formative assessment data and identify how to address student misconceptions. Substitutes be obtained with funds to cover classes so teachers can receive the professional development. Teachers will be required to attend professional developments to support their subject taught when available through the District. Various teachers and administration will attend out of town professional development opportunities to learn various techniques used in other schools and districts in order to increase student achievement. Teachers will also receive professional development from Achievement Network on how to create, administer and analyze standard aligned assessments to increase student achievement.	Terra Stigger-Principal	06/27/2025	Title 1	
	[A 1.2.2] New Teacher Support Series New teachers will receive biweekly support from Administration, teacher mentors, and peer teachers. Teachers will complete a book study on classroom practices to promotes student achievement. Teachers will also work closely with Administrators and highly effective teachers in the classroom to gain real time teaching ability.	Terra Stigger-Principal	05/02/2025	Title 1	
[S 1.3] Targeted Intervention and Personalized Learning	**[A 1.3.1] RTI intervention** Student data will be analyzed after each formative	Jason Ellis-PLCC	05/23/2025	Title 1, SBB	

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: 1. Monthly progress monitoring data review of students' performance 2. Monthly data meeting minutes Effectiveness: 1. Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. 2. Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.	assessment to identify student needing intervention in ELA. Students will be broken into groups to receive instruction based on their instructional level. Students' instruction will be differentiated to meet their needs. Students will move into the District's RTI process, receive small group instruction from teachers and specialized teacher assistants(SEAs) or participate in extension lessons. Data will also be used to determine if additional resources are needed to meet the students' learning needs. Students will also create and maintain data folders. Students will participate in monthly data chats with their teachers and RTI providers.				
	[A 1.3.2] SWD inclusion SPED teachers will increase inclusion time with regular education teachers to give SWD an opportunity to work with grade level material. SPED teachers will also plan with homeroom teachers to align their instruction with regular teachers. SPED teacher will also gain a better understanding of the standard to help better modify instruction to assist SWD with scaffolded lessons.	Regina Deloach-Assist ant Principal	05/23/2025	SBB	
	[A 1.3.3] ESL instruction Ensure ESL students receive instruction during pull out times that meets the depth of the standards using ESL walkthrough tool with ESL teachers. Admin will norm using the walkthrough tool with ESL supervisors to help determine if teachers are teaching to the depth of the standard. ESL teacher schedules will include time to work with higher need ESL students in grades other than their assigned focus. ESL teachers will use a standards	Markesha Stewart-ESL Teacher	05/23/2025	SBB	

	breakdown tool provided by the ESL department to combine standard instruction and language acquisition instruction. ESL teachers will create and implement ELD plans for certain students within the ESL population.				
	[A 1.3.4] ELA parent trainings Sherwood will host Literacy Nights, Data Nights and Parent classes to help train parents on strategies to help their child increase proficiency in ELA. Materials will be provided to parents that will assist them and the school with working with their child at home. The school will also fund a parent resource room to allow access to materials and technology to support their student's learning.	Jason Ellis-PLCC	10/25/2024	Title 1	

[G 2] Mathematics
Sherwood Elementary School will improve met and exceeded percentages for all students in grades 3 through 5, including the TSI identified subgroups B/AA, B/H/N, and ED, on the TCAP assessment from 10.4% in 2024 to 16.0% in 2025.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment in Spring of 2025

School created formative 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, **including the TSI identified subgroups B/AA, B/H/N, and ED,** are career and college ready. **Benchmark Indicator** All students,** including the TSI identified	**[A 2.1.1] PLC DEVELOPMENT** PLC teams will focus on unpacking standards to ensure they are teaching the rigor of the standard. Teachers will learn to use resources to help them develop their understanding of the demands of the standards. Teams will also identify student misconceptions based on student work, assessment results, and student instructional levels to implement strategies and scaffolds to help student increase their achievement levels. Teams will align their assessments and tasks to school based assessments and TCAP assessment items	Regina Deloach-Assistant Principal	04/11/2025	Title 1	

subgroups B/AA, B/H/N, and ED** should perform at or above 70% on school based Formative Assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Daily classroom observations using the District Classroom Walkthrough Protocol and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Monthly District Walkthrough data will be monitored through the district's management system (Power BI). Data will be collected and analyzed to determine trends and implementation of the instructional practices. Data should show teachers implementing the practices at or above 80% per visit. Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.	to help students learn and practice at the level of the state assessment.				
	[A 2.1.2] Secure supplies, materials, equipment, additional personnel, and support for classroom instruction Acquire needed supplies, instructional materials, equipment (tablet carts), technology (computers, interactive boards, and printers), additional personnel and supports for students and teachers to have access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards.	Jason Ellis-PLCC	12/20/2024	Title 1	
[S 2.2] Professional Development Provide ongoing, high quality professional development to school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.	**[A 2.2.1] Math Professional Development** Teachers will receive ongoing professional development opportunities based on data from walkthroughs, assessment data, trends within the school, and observations by administrators, Instructional Coaches for Network 4, and District	Regina Deloach-Assistant Principal	04/04/2025	Title 1	

Benchmark Indicator Implementation: 1. Weekly collaborative planning minutes 2. Monthly professional development minutes Effectiveness 1. Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks. 2. Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level 3 or higher.	personnel. Teachers will receive professional development during school on how to analyze formative assessment data and identify how to address student misconceptions. Substitutes be obtained with funds to cover classes so teachers can receive the professional development. Teachers will be required to attend professional developments to support their subject taught when available through the District. Professional development will also focus on using various technologies to incorporate blended learning and help meet student needs. Teachers will also receive professional development that focus on student subgroups (ESL and SPED) to help increase their proficiency rates.				
	[A 2.2.2] New Teacher Support Series New teachers will receive bimonthly support from Administration, teacher mentors, and peer teachers. Teachers will complete a book study on classroom practices to promotes student achievement. Teachers will also work closely with Administrators and highly effective teachers in the classroom to gain real time teaching ability.	Jason Ellis	05/16/2025	Title 1	
[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. ** ** ** **	**[A 2.3.1] RTI intervention** Student data will be analyzed after each formative assessment to identify student needing intervention in Math. Students will be broken into groups to receive instruction based on their instructional level. Students' instruction will be differentiated to meet their needs. Students will move into the District's RTI process, receive small group instruction from teachers and specialized teacher assistants (SEAs) or participate in extension lessons. Data will also be used to determine if additional resources are needed to meet the	Jason Ellis-PLCC	05/23/2025	SBB, Title 1	

Benchmark Indicator Implementation: 1. Monthly progress monitoring data review of students' performance 2. Monthly data meeting minutes Effectiveness: 1. Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. 2. Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions.	students' learning needs. Students will also create and maintain data folders. Students will participate in monthly data chats with their teachers and RTI providers.				
	[A 2.3.2] SWD inclusion SPED teachers will increase inclusion time with regular education teachers to give SWD an opportunity to work with grade level material. SPED teachers will also plan with homeroom teacher to align their instruction with regular teachers. SPED teacher will also gain a better understanding of the standard to help better modify instruction to assist SWD with scaffolded lessons.	Regina Deloach-Assistant Principal	05/23/2025	SBB	
	[A 2.3.3] SEA small groups Specialized assistants will work with targeted students who are at risk of falling behind. SEAs will use scaffolded lessons to help meet the students' needs. SEA will work with students in small groups outside of Tier 1 instruction.	Lesa Taylor-Assistant principal	04/11/2025	SBB	
	[A 2.3.4] MATH parent trainings Sherwood will host Math Nights, Data Nights and Parent classes to help train parents on strategies to help their child increase proficiency in math. Materials will be provided to parents that will assist them and the school with working with their child at home. The school will also fund a parent resource room to allow access to materials and technology to support their student's learning.	Jason Ellis-PLCC	01/17/2025	TITLE 1	

	[A 2.3.5] MATH ADMIN LEAD The school will hire an additional Assistant Principal to support math teachers. The position will be responsible for Math content area development with teachers, Professional Learning Communities, and Math Professional Development with teachers in the school.	Terra Stigger-Principal	08/02/2024	Title 1	

[G 3] Safe and Healthy Students
Sherwood Elementary school will decrease its chronically absent student rate form 37.6% in 2024 to 20% in 2025.

Performance Measure
Interventions and supports will be measured using the following:

* Monthly PowerSchool Data
* Monthly PowerBI Data
* Monthly Share Point
* Monthly SART documentation for at-risk students

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: 1. 20-day attendance reports 2. 20-day behavior reports Effectiveness: 1. 20-day attendance reports will reflect a 5% decrease in the number of students absent from school.	**[A 3.1.1] Positive Behavior Intervention and Support implementation** Sherwood will use the Response to Intervention for Behavior (RTI2B) system to teach, incentivize, and track student attendance as well as develop systems to help intervene with students, student groups, and trends that are identified. Positive attendance trends are also promoted in the program. Students will receive supports throughout the year to help them develop positive attendance, develop opportunities to become academically successful, and promote a healthy and safe school community. An attendance specialist will also monitor student attendance and work with parents to decrease absenteeism rates.	Jaclyn Linsey-counselor	05/23/2025	SBB	

2. 20-day behavior reports will reflect a 5% decrease in the number of student infractions.					
	[A 3.1.2] ACE Archer Academy Students will participate in a weeklong focused program to familiarize them with the school's routines, procedures, and behavioral expectations. Students will participate in grade level sessions and within their class. Students and teachers will reinforce positive behaviors in all parts of the school. Students will practice daily those expectations.	Joclyn Linsey-counselor	08/09/2024	SBB	
	[A 3.1.3] SART/SARB meetings The school will conduct SART meetings with parents and students who are at risk for becoming truant or missing too many days of instruction. Meetings will focus on the impact attendance has on student school success. The meeting will also offer resources and strategies on keeping up adequate attendance in school. Students who accumulate five excused or unexcused absences will be required to attend an attendance meeting with the counselor and attendance specialist to limit future absences.	Jacklyn Linsey-counselor	05/16/2025	SBB	
[S 3.2] Professional Development Provide ongoing, high quality professional development to 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: 1. Monthly RTI2-B data meeting minutes 2. Monthly SART and SARB meeting minutes Effectiveness:	**[A 3.2.1] Content and Behavioral Professional Development** Teachers will receive targeted professional development on SEL, classroom culture, and meeting student needs based on data from student assessments, classroom observation walkthroughs, informal and formal observations, attendance, and behavior data. School administration, Mathematics content leads, ELA content leads, Network 4 instructional coaches and leaders, and District personnel will provide ongoing professional development in areas that are needed. Data will be analyzed to determine professional development needs at upcoming meetings, assignments for professional development, and assistance from District personnel.	Terra Stigger-Principal	03/28/2025	SBB	

1. Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. 2. Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period.					
[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: 1. Quarterly parent meeting minutes 2. Semesterly parent-teacher conference sign-in sheets/minutes Effectiveness: 1. Quarterly parent meetings will result in at least 2 additional PD opportunities and/or trainings. 2. Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.	**[A 3.3.1] Parent, Family and Community engagement-curriculum based opportunities** Many opportunities are offered to parents to help their children achieve academically. Curriculum Nights, Literacy, Math and Science Nights, Doughnuts with Dads, Muffins with Moms, Coffee with the principal, And ESL parent meetings occur through the year. Materials are offered and reviewed with parents that could help them at home to help their child in core subjects. A parent resource room and parent resource boxes are available for the parents to gather materials to use at home to help with their child's education. Parents are encouraged to set up conferences with the homeroom teacher to discuss their child's behavior, progress, and ways to improve their achievement. Sherwood organizes parent training events for parents to participate. Curriculum nights are a chance for parents to review the current curriculum. Homeroom teachers break down curriculum expectations as well as several standards needed to be mastered for the grade. Parents are shown and asked to complete assessment style items to get a better understanding of the shifts in standards and expectations of student performance.	Jason Ellis-PLCC	03/28/2025	Title 1	
	[A 3.3.2] Parent, Family, and Community Engagement-Parental Supports Sherwood will help parents support the learning needs of their students in order to increase attendance. The school staff will provide students with extra material to support instruction. Attendance Specialist will assist parents who students have high numbers of absences. The school will also provide support opportunities for students to transition from PreK to Kindergarten. School counselor will organize opportunities for	Jaclyn Linsey-Counselor	04/25/2025	SBB, Title 1	

	students and parents to participate in a Kindergarten class for the students. The Kindergarten teachers will conduct a Kindergarten preview day for the upcoming parents. The counselor will also set up an opportunity for fifth grade students to visit local Middle Schools for them to attend. Sherwood will also partner and refer parents to local agencies (area churches, YMCA, Title 1 office, and others) to gain the supports they need. Sherwood will solicit donations from local adopters (Brown Baptist Church, St. Luke's United Methodist Church, Save our Sons and Daughters, and Kids in Need).				

[G 4] Early Literacy
Sherwood Elementary' s early learners will be engaged for the 2024-25 year in literacy-rich environments that offer meaningful and authentic opportunities to develop the reading, writing, speaking and listening skills essential to becoming for proficient readers by the end of grade 3.

Performance Measure
Sherwood Elementary's early learners will be engaged for the 2024-25 year in scientifically based reading instruction that provides meaningful and authentic opportunities to develop the early literacy skills essential to becoming proficient readers by the end of grade 3.

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: 1. Weekly collaborative planning minutes 2. Monthly professional development minutes Effectiveness	**[A 4.1.1] Early Literacy professional Development** Provide ongoing, high quality virtual/in person professional development at the school level for school leaders, teachers, and other instructional staff that focuses on changing foundational skills instructional practices that result in improved student performance. K-2 teachers and specialized teacher assistants will complete training to increase student early literacy proficiency with students.	Sidney Prichard-teacher	05/23/2025	Title 1	

1. Weekly collaborative planning will result in a 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks. 2. Monthly professional development will result in at least 95% of teachers demonstrating effective implementation of the identified instructional strategies, resulting in walkthrough scores of level 3 or higher.					
[S 4.2] Foundational Literacy Support Designate one early literacy expert at Sherwood Elementary to support K-2 teachers with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** Implementation: 1. Bi-Monthly Review of Benchmark early literacy data (Fall, Winter, and Spring) 2. Monthly Walkthrough data Effectiveness: 1. Bi-Monthly Review of Benchmark data will show at least 80% of students(K-2) tested will meet or exceed expectations on benchmark assessments with a score of 80% or higher. 2. Monthly walkthrough data will result in at least 95% of teachers following the foundational instructional framework at a level 3 or higher.	**[A 4.2.1] Early Literacy Support** Experienced early literacy teachers will support new and novice teachers in early literacy instruction. They will conduct classroom observations to develop professional development opportunities for teachers. They will also model classroom expectations for teacher during the foundation block. They will also monitor teacher level of implementation for foundational block requirements. They will work closely with new teachers and teachers in grades Kindergarten, one and two to develop their routines, procedures, and foundations block.	Sidney Prichard-teacher	05/09/2025	SBB	
	[A 4.2.2] Early Literacy Program Sherwood will continue to implement the foundational skill routine into the reading block. The routine will consist of center rotations that are aligned to foundational skills. Students who are struggling inside Tier 1 instruction will receive Tier 2	Terra Stigger-Principal	05/16/2025		

	and Tier 3 interventions in small groups from teachers and paraprofessionals.				
	[A 4.2.3] RTI small groups Students will receive small group instruction based on their deficient area of need. Teachers will engage in monthly data examinations to review student decoding, fluency, and comprehension skills that were taught during small group instruction (Tier 2, 3, and At Risk) in order to determine targeted supports needed to improve students' ability to decode, fluently read, and comprehend. Benchmark and progress monitoring will be used to move students in and out of tiered groups to meet their need.	Sharon Totten-Optional Coordinator	05/23/2025		

[G 5] ATSI
Sherwood Elementary leverage the implementation of a standard aligned core curriculum, use of technology, and data analysis specific to Black and African American and Economically Disadvantaged subgroup students to focus on academic success rate growth and achievement for BAA and ED students. Sherwood Elementary School will improve student achievement for all students including the ATSI identified subgroups (B/AA and ED).

Performance Measure
1. By May of 2025, Black and African American student subgroup in grades 3-5, will increase ELA success rate from 15.3% to 20% and MATH success rate from 10.9% to 15%
2. By May of 2025, Economically Disadvantaged subgroup in grades 3-5 will increase ELA success rate from 16.4% to 20% and MATH success rate from 9.0% to 15%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 5.1] Standards Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students in the** **the ATSI identified subgroups B/AA and ED are career and college ready. **Benchmark Indicator** Students in the ATSI identified subgroups B/AA and ED** **should perform at or above the 70% on school based Formative Assessments (Fall, Winter and Spring) which align with core instructional	**[A 5.1.1] PLC DEVELOPMENT** PLC teams will focus on unpacking standards to ensure they are taught to the rigor of the standard. Teachers will use available resources to help develop lessons that are aligned to the depth of knowledge and rigor of the standard. Teams will also identify student misconceptions based on student work samples, assessment results, and student instructional levels. Teams will develop lesson to address these misconceptions to help students of the identified subgroups develop the mastery towards the standards. Teachers will learn how to develop scaffold to increase student achievement. Teams will also align their	Lesa Taylor-Assistant Principal	05/16/2025	ATSI SBB Title I	

standards for the specific quarter. Daily classroom observations using the school classroom walkthrough protocol and debriefing document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction. Monthly school walkthrough data will be monitored for 80% standard aligned core instructional implementation with fidelity at 2 per teacher per semester. Quarterly review of TEM observation data to monitor educators' delivery of standard aligned lessons to the TN Standards.	assessments and tasks to the school's formative assessment and TCAP assessment. Teachers will increase their rigor of material put in front of students. Teachers will also increase their use of District provided materials to develop lesson for students.				
	[A 5.1.2] Provide Supplemental Resources to Improve Student Achievement Teachers will be provided with additional resources such as reading resource flip charts; classroom materials for literacy centers, including books for classroom libraries; hands-on manipulatives and games for centers; educational technology (achievement award certificates to students who show mastery on CFA (school level) and achievement certificates for student who show growth on IXL and school level assessments, computers, interactive boards, headphones, charging stations for one to one devices, mice etc.); and classroom/student supplies (pencils, paper, tablets, folders, agenda books, glue, tape, etc.) to enhance classroom instruction and improve student achievement in our ATSI subgroups in BAA and ED. IXL computer program will provide students with extra learning opportunities and practice towards mastering state standards. OTUS program will allow teachers to track student success in multiple areas. Certificates will be used to motivate students to try harder and acknowledge their achievements.	Jason Ellis-PLCC	01/31/2025	ATSI [$12071.84]	

	XL site license, including: Grade 5 Subjects: Math, ELA, and Science total of 80 students= $1,612.50 Grades 3-4 Subjects: Math and ELA 175 students $3,062.50 Total Price $4,675.00 OTUS program for one year= $5000.00 award certificates to students who show mastery #5339795 - $48.59 per bundle/ 10 bundles = $1214.75 achievement certificates for student who show academic achievement,2 bundles at 128.77 each = $1182.09 Total = $12071.84				
	[A 5.1.3] Computer Lab Assistant Computer lab assistant will be hired to support students in the ATSI subgroups. Staff will develop schoolwide system for incorporating IXL computer program and monitor student performance using the program. Staff will also monitor and track student performance on IREADY diagnostics, RTI progress monitoring, school level formative assessments, and TCAP assessment at the end of the school year. Total = 34,633.76	Terra Stigger	05/30/2025	ATSI [$34633.76]	
[S 5.2] 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	**[A 5.2.1] Professional Development** Teachers will receive ongoing professional development opportunities based on data from walkthroughs, assessment data, trends within the school, and observations by administrators,	Jason Ellis	04/04/2025	ATSI [$27420.25]	

strategies that result in improved performance for students in** **the ATSI identified subgroups B/AA and ED.

Benchmark Indicator
Daily classroom observations using the School Classroom Walkthrough Protocol and Debriefing Document will provide the school with data to determine trends in teachers' ability to effectively implement the identified instructional shifts outlined in the rubric and gauge the implementation of standard aligned instruction to plan professional development support that will support** **students in the ATSI identified subgroups B/AA and ED.

School walkthrough data will be monitored weekly for 80% standard aligned core instructional implementation with fidelity to provide individualized professional learning support.

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.

Network meetings and small-group ILT sessions are facilitated monthly by network leaders at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walkthroughs.

instructional coaches for Network 4, and District personnel. Teachers will receive professional development during school on how to analyze formative assessment data and identify how to address student misconceptions. Substitutes be obtained with funds to cover classes so teachers can receive the professional development. Teachers will be required to attend professional developments to support their subject taught when available through the District. Professional development will also focus on using various technologies to incorporate blended learning and help meet student needs. Teachers will also receive professional development that focus on student subgroups (BAA and ED) to help increase their proficiency rates. Funds will be used to purchase Teach Like a Champion 3.0 for teachers to complete a book study on effective strategies to increase student achievement. Funds will also be used to pay stipends to teacher to attend school based professional developments afterschool and on Saturdays. Funds will also be used to pay Teacher Mentors in ELA and Math to work with new and struggling teachers to develop their understanding of the state standards, develop pedagogy, and improve their practice to increase student achievement. Funds($2600.00) will also be used to purchase professional development on how to incorporate IXL computer program to increase student proficiency levels.

Monthly Professional development for K-5 teachers. Monthly sessions (September to April).

2 hr session for 24 teachers and 1 presenter. 24 teachers @ $25.84 per session x 14 sessions @ 2 hrs = $17,364.48 AND Presenter at @ $25.84 per hour x 14 sessions @ 2 hrs =$723.52.

Total = $18,088 /Total with benefits= 21,106.74

	Three teacher mentors to work with new and struggling teachers in ELA and MATH, August through May. 3 teachers x 10 months x 3 hr per month x $25.84 Total = $2,325.60/Total with benefits = $2,713.51 Professional Development for IXL program for IXL Flex On-site (2-hour on-site plus optional 60-minute session for district and site leaders)= $2600.00 Teach Like A Champion Books. 40 books @ 25.00 each= $1000.00 Total for all three professional development action steps is $27,420.25				
[S 5.3] 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 learners in the** **ATSI identified subgroups B/AA and ED to improve student achievement. **Benchmark Indicator** Students in the ATSI identified subgroups B/AA and ED should perform at or above 70% on the school's formative assessments (Fall, Winter and Spring) which align with core instructional standards for the specific quarter. Monthly progress monitoring data review of	**[A 5.3.1] Extended Learning** The school will develop and provide extended learning opportunities for students who are in ATSI identified subgroups BAA and ED. After school tutoring will be conducted to help meet the learning needs of students. Tutoring will focus on ELA and MATH instruction. Stipends will be paid to teachers.	Jason Ellis	04/11/2025	ATSI SBB Title I	

students' performance in targeted intervention (I-Ready) to determine next steps of intervention support to get them to grade level. Weekly review of grade reports for students to monitor and adjust the effectiveness of the learning opportunity and the impact on student learning and content delivery.					
	[A 5.3.2] Small group tutoring during the day Specialized assistants and Administrators will work with targeted students in ATSI subgroups BAA and ED who are at risk of falling behind. Teachers will use scaffolded lessons to help meet the students' needs. Teachers will work with students' small groups outside of Tier 1 instruction. Funding will be used to provide any additional materials needed to meet the students' needs.	Terra Stigger	04/11/2025	ATSI SBB Fund 12	