

[G 1] Reading/Language Arts

Cromwell Elementary will increase ELA meeting and/or exceeding proficiency rates on the TCAP in grades 3-5 from 23.8% in 2022-2023 to 28.0% 2024-25.

Performance Measure

Performance will be measured using the following tools:

TCAP Assessment

School-wide Formative Assessment

Unit Assessments

Benchmark Assessments

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>Benchmark Indicator **Benchmark Indicator**</p> <p>Implementation</p> <p>* Weekly classroom walkthrough data * Quarterly TEM Observation Rubric</p> <p>Effectiveness</p> <p>* Weekly classroom walkthrough data will reflect</p>	<p>[A 1.1.1] Conduct PLCs around Deliberate Practice Teachers will engage in deliberate practice and the admin team will give feedback to assist with providing students with high-quality instruction.</p> <p>* Wonders Instruction (whole/group) using the District required Curriculum for Wonders * Interactive Word Wall Implementation * Instructional Practice Guide * Six Steps to Effective Feedback</p>	Brenda Ingram	04/07/2025	Title I, SBB	

<p>effective instructional practices in 85% of observed classrooms</p> <p>* Quarterly review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards.</p>					
	<p>[A 1.1.2] Conduct Weekly Review of ELA Lesson Plan Protocols</p> <p>Cromwell Elementary administrative team will review Wonders and Foundational Skills lesson plans to ensure learning activities, strategies and instruction are aligned with the state mandated literacy standards.</p>	Brenda Ingram	04/07/2025	SBB, Title I	
	<p>[A 1.1.3] Conduct Peer, Informal and Formal Observations</p> <p>The Instructional Leadership Team (ILT) will conduct peer observations and the Administrative Team will conduct Formal and Informal Observations to do the following:</p> <ul style="list-style-type: none"> * improve teaching and instructional practices * demonstrate leadership by observing and supporting other teachers on grade level and content * enhance student learning through reflective practice (assessment) provide constructive criticism (feedback) to peers 	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	04/07/2025	SBB, Title I	
<p>[S 1.2] Professional Development</p> <p>Provide professional development for teachers and administrators 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</p> <p>Implementation</p> <ul style="list-style-type: none"> * Weekly PLC meetings agendas * Monthly PD agendas 	<p>[A 1.2.1] Conduct Meetings on Instructional Strategies and Classroom Practices</p> <p>Cromwell Elementary will provide ongoing , high quality professional development at the school and district level for the development of school leaders, teachers and other instructional staff with a focus on analyzing data, reviewing and modifying and/or transforming instructional practices that will result in improved student achievement and academic performance.</p>	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	04/07/2025	SBB, Title I	

<p>Effectiveness</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p> <p>* 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.</p>					
	<p>[A 1.2.2] Conduct Weekly Data Meetings Cromwell Elementary School Administrative Team and ILT team will restructure weekly data meetings.</p> <ul style="list-style-type: none"> · Bi-Weekly data meetings will be restructured such that teachers will engage in data talks. These data talks will allow teachers to analyze assessment data by standard, item, and student. · Teachers will identify misconceptions and learning gaps. · Teachers will create corrective teaching plans to address misconceptions/learning gaps. · Teachers will implement corrective teaching plan to ensure students have an equitable opportunity at mastering grade-level standards and experiencing growth. <p>Teachers will engage in data talks with their students to inform them of their areas of strength and areas need to be strengthened. As a result, students will be able to celebrate their successes, identify learning gaps, and set goals and actions steps to narrow or close their identified learning gap.</p> <p>Reviewed and Discussed Data from Mastery Connect, TCAP 2023-24 Results and IReady</p>	<p>JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)</p>	<p>04/07/2025</p>	<p>SBB, Title I</p>	

	<p>Diagnostics.</p> <p>Restructure Weekly Data Meetings</p> <ul style="list-style-type: none"> · Admin Team and ILT team will meet to discuss restructuring of tri-weekly data meetings · Discuss DDI Cycle · Admin Team and ILT team will review a tri-weekly data protocol · Share the calendar to reflect DDI Cycle <p>Create and administer Standards-Aligned Tri-Weekly Formative Assessment</p> <ul style="list-style-type: none"> · List of Standards not mastered · List of Standards recently taught (2 weeks) · Assessments will be created by ILT Leads and Grade Level Leads · Teacher will provide test codes to students or push out assessments into student portal <p>Work collaboratively to Develop Corrective Instruction Action Plans</p> <ul style="list-style-type: none"> · Collaboratively Engage in Data Analysis Protocol · Collaboratively Develop Corrective Instruction Action Plan using template · Teachers will build student self efficacy through use of data tracking 				
	<p>[A 1.2.3] Conduct Monthly ELA Zone and School-Based Professional Development</p> <p>Cromwell teachers will engage in the ELA Wonders curriculum with the District Coaches and school-based professional development to increase</p>	<p>Brenda Ingram (Assistant Principal)</p>	<p>05/02/2025</p>	<p>SBB, Title I</p>	

	<p>teacher knowledge of how to effectively implement the Wonders curriculum to assist with Collaborative Planning, Vertical Planning, and instruction to enhance teacher and student learning.</p> <p>The PLC Coach, Instructional Leadership Team, and District Coach will provide ongoing, research based professional development throughout the year for teachers and various staff through various activities including modeling effective instructional practices which include aligning instruction and incorporating the instructional shifts, assessment strategies, incorporating work stations and implementing the direct teaching model (acting as a coach to support to teachers and modeling effective intervention strategies).</p>				
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>Benchmark Indicator Implementation</p> <p>* Monthly progress monitoring data * Monthly data meeting minutes</p> <p>Effectiveness</p> <p>* 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.</p>	<p>[A 1.3.1] Conduct Daily Reading Response to Instruction and Intervention (RTI2) Cromwell will conduct daily reading intervention - Response to Intervention and Instruction (RTI2) for Tier 2 and 3 students in grades K-5. They will use the I-Ready Reading intervention program, data reports from the Aims Web Based program and Progress Monitoring and Resources from Teacher Toolbox as a guide to target instruction to improve and enhance student learning.</p>	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	
	[A 1.3.2] Administer Quarterly District Common Formative Intervention Assessments	JoAnn McMillian-Princ	05/23/2025	SBB, Title I	

	Cromwell teachers will administer the District Formative Intervention Assessment IReady for Universal Screening to benchmark students, determine instructional levels and identify the areas of greatest need for intervention and Progress Monitoring.	ipal, Brenda Ingram (Assistant Principal)			
<p>[G 2] Mathematics Cromwell Elementary will increase Math meeting and/or exceeding rates on the TCAP in grades 3-5 from 24.8% in 2022-23 to 29.0% in 2024-25.</p> <p>Performance Measure Performance will be measured using the following tools:</p> <p>Performance will be measured using the following tools:</p> <p>TCAP Assessment</p> <p>School-wide Formative Assessment</p> <p>Unit Assessments</p> <p>Benchmark Assessments</p> <p>* Envision Math(whole/group) using the District required Curriculum for Wonders * Interactive Word Wall Implementation * Instructional Practice Guide * Six Steps to Effective Feedback</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop 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</p>	<p>[A 2.1.1] Conduct PLCs Around Deliberate Practice Teachers will engage in deliberate practice feedback to assist with providing students with high-quality instruction.</p> <p>* Envision Math Instruction (whole/group) using the District Math Curriculum * Instructional Practice Guide * Six Steps of Effective Feedback</p>	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	

<p>Implementation</p> <ul style="list-style-type: none"> * Weekly classroom walkthrough data * Quarterly TEM Observation Rubric <p>Effectiveness</p> <ul style="list-style-type: none"> * Weekly classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms * Quarterly review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards. 					
	<p>[A 2.1.2] Conduct Weekly Review of Math Lesson Plan Protocols</p> <p>Cromwell Elementary administrative team will review Envision Math lesson plans to ensure learning activities, instructional strategies and best practices are aligned with the District curriculum and Tennessee State Standards.</p>	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	
	<p>[A 2.1.3] Conduct Peer, Formal and Informal Observations</p> <p>The Instructional Leadership Team (ILT) will conduct peer observations and the Administrative Team will conduct Formal and Informal Observations to do the following:</p> <ul style="list-style-type: none"> * improve teaching and instructional practices * demonstrate leadership by observing and supporting other teachers on grade level and content * enhance student learning through reflective practice (assessment) provide constructive criticism (feedback) to peers 	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	
<p>[S 2.2] Professional Development</p> <p>Provide ongoing, high quality professional development for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student</p>	<p>[A 2.2.1] Conduct Meetings on Instructional Strategies and Classroom Practices</p> <p>Cromwell Elementary will provide ongoing , high quality professional development at the school and district level for the development of school leaders,</p>	JoAnn McMillian-Principal, Brenda Ingram	05/23/2025	SBB, Title I	

<p>performance.</p> <p>Benchmark Indicator Implementation</p> <p>* Weekly PLC meetings agendas * Monthly PD agendas</p> <p>Effectiveness</p> <p>* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * 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.</p>	<p>teachers and other instructional staff with a focus on analyzing data, reviewing and modifying and/or transforming instructional practices that will result in improved student achievement and academic performance.</p>	<p>(Assistant Principal)</p>			
	<p>[A 2.2.2] Conduct Weekly Data Meetings Cromwell Elementary School Administrative Team and ILT team will restructure weekly data meetings.</p> <ul style="list-style-type: none"> · Weekly data meetings will be restructured such that teachers will engage in data talks. These data talks will <p>allow teachers to analyze assessment data by standard, item, and student.</p> <ul style="list-style-type: none"> · Teachers will identify misconceptions and learning gaps. · Teachers will create corrective teaching plans to address misconceptions/learning gaps. · Teachers will implement corrective teaching plan to ensure students have an equitable opportunity at <p>mastering grade-level standards and experiencing growth.</p>	<p>JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)</p>	<p>05/23/2025</p>	<p>SBB, Title I</p>	

	<p>Teachers will engage in data talks with their students to inform them of their areas of strength and areas need to be strengthened. As a result, students will be able to celebrate their successes, identify learning gaps, and set goals and actions steps to narrow or close their identified learning gap.</p> <p>Review and Discuss Data from Mastery Connect, TCAP 2023-24 Results and IReady Diagnostics.</p> <p>Restructure Weekly Data Meetings</p> <ul style="list-style-type: none"> · Admin Team and ILT team will meet to discuss restructuring of tri-weekly data meetings · Discuss DDI Cycle · Admin Team and ILT team will review a tri-weekly data protocol · Share the calendar to reflect DDI Cycle <p>Create and administer Standards-Aligned Tri-Weekly Formative Assessment</p> <ul style="list-style-type: none"> · List of Standards not mastered · List of Standards recently taught (2 weeks) · Assessments will be created by ILT Leads and Grade Level Leads · Teacher will provide test codes to students or push out assessments into student portal <p>Work collaboratively to Develop Corrective Instruction Action Plans</p> <ul style="list-style-type: none"> · Collaboratively Engage in Data Analysis Protocol 				
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	<ul style="list-style-type: none"> · Collaboratively Develop Corrective Instruction Action Plan using template · Teachers will build student self efficacy through use of data tracking 				
	<p>[A 2.2.3] Conduct Monthly Math Zone and School-Based Professional Development Cromwell teachers will engage in the Envision Math curriculum with the District Advisors and school-based professional development to increase teacher knowledge of how to effectively implement the Wonders curriculum to assist with Collaborative Planning, Vertical Planning, and instruction to enhance teacher and student learning.</p> <p>The PLC Coach, Instructional Leadership Team, and Math advisors will provide ongoing, research based professional development throughout the year for teachers and various staff through various activities including modeling effective instructional practices which include aligning instruction and incorporating the instructional shifts, assessment strategies, incorporating work stations and implementing the direct teaching model (acting as a coach to support to teachers and modeling effective intervention strategies).</p>	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	
<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>	<p>[A 2.3.1] Conduct Daily Math Response to Instruction and Intervention (RTI2) Cromwell will conduct daily math intervention - Response to Intervention and Instruction (RTI2) for Tier 2 and 3 students in grades K-5. They will use the I-Ready Math intervention program, data reports from the Aims Web Based program and Progress Monitoring and Resources from Teacher Toolbox as a guide to target instruction to improve and enhance student learning.</p>	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	

<ul style="list-style-type: none"> * Monthly progress monitoring data * Monthly data meeting minutes <p>Effectiveness</p> <ul style="list-style-type: none"> * 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. 					
	[A 2.3.2] Administer Quarterly District Common Formative Intervention Assessments Cromwell teachers will administer the District Formative Intervention Assessment IReady for Universal Screening to benchmark students, determine instructional levels and identify the areas of greatest need for intervention and Progress Monitoring.	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	

[G 3] Safe and Healthy Students

Cromwell Elementary School's goal for the 2024-2025 school year is to reduce the percentage of chronically absent students from 31% in the 2023-2024 School Year to 20% in the 2024-2025 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 Attendance Team will implement targeted interventions and support programs and initiatives that address identified attendance needs and provide appropriate student supports.	[A 3.1.1] Implement RTI-B Protocols Cromwell takes great pride in putting measures in place to ensure a safe, supportive, and healthy school environment. The following measures will be implemented so that our school can create an environment conducive to learning, discipline, and structure.	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	

<p>Benchmark Indicator</p> <p>Implementation</p> <ul style="list-style-type: none"> * 20-day attendance reports * C.O.M.E. to Win Initiative <p>Effectiveness</p> <ul style="list-style-type: none"> * 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. * Increase in attendance rates * Decrease in Truancy and Chronic Absenteeism rates. 	<ul style="list-style-type: none"> * The guidance counselor will conduct daily SEL classes with students. · Monthly RTI-B2 meetings led by the guidance counselor to analyze and review discipline data · All teachers take time at the beginning of the school year to establish structures and routines, review the Shelby County Code of Conduct with students and Cromwell's discipline procedures. Teachers revisit and reteach these procedures throughout the school year. · A school-wide assembly is held at the beginning of the year to review school policies and procedures with students and parents · Cromwell Student/Parent Handbooks and SCS handbooks are provided for all students and are reviewed during parent meetings. · Grade level town hall meetings are conducted by the administration to stress expectations for performance, attendance and behavior · A school-wide behavior matrix and discipline plan which includes daily discipline trackers is used by every class · The discipline plan includes protocol for responding to discipline issues · Students attend weekly Guidance and Health and Wellness classes on topics such as bullying, harassment and peaceful conduct resolution · Mandatory parent/teacher/student conferences · School-wide HALLS procedure which enforces behavior expectations for common areas · School rules are posted in classrooms and 				
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	<p>throughout the school</p> <ul style="list-style-type: none"> · School rules and behavior matrix is included in the parent/student handbook · VIP Club recognizes students for meeting behavioral as well as academic expectations · School-wide behavior celebrations every 2 weeks 				
	<p>[A 3.1.2] Implement Behavior Practices and Expectations Teachers will be trained on behavior practices to show students how to support a healthy and safe environment that include the following protocols:</p> <ul style="list-style-type: none"> * Hallways * Restroom * Cafeteria * classroom * Outside (recess) 	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development 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.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Monthly RTI2-B data meeting minutes * Monthly SART and SARB meeting minutes <p>Effectiveness</p> <ul style="list-style-type: none"> * Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. * Monthly SART and SARB meetings will reflect a 	<p>[A 3.2.1] Engage in ReThink and SEL Training Teachers will engage in training to support ReThink and Social Emotional (SEL) needs of students to improve classroom climate, increase attendance and reduce suspensions. Teachers were provided professional development during In-Service Week, August 2023.</p>	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	

5% increase in student attendance and a 5% decrease in student infractions each 20-day period.					
<p>[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.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Quarterly parent surveys * Quarterly parent meeting minutes * Semesterly parent-teacher conference sign-in sheets/minutes <p>Effectiveness</p> <ul style="list-style-type: none"> * Quarterly parent surveys will result in at least 2 additional family engagement and involvement meetings/events that were requested based on feedback and trends. * Quarterly parent meetings will result in at least 2 additional PD opportunities and/or trainings. * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. 	<p>[A 3.3.1] Provide Parental Meetings and Trainings Cromwell Elementary School parents and families will be invited to attend the activities listed below. Success for the activities will be measured through parent attendance and participation, surveys and an increase in parental support and involvement.</p>	JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)	05/23/2025	SBB, Title I	
<p>[G 4] Early Literacy Cromwell Elementary School will increase Early Literacy meeting or exceeded expectations proficiency rates in K-2 from 65.3% in 2024 to 67% in 2025.</p> <p>Performance Measure Cromwell Elementary School'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.</p>					
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>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Weekly classroom walkthrough data * Quarterly TEM Observation Rubric <p>Effectiveness</p> <ul style="list-style-type: none"> * Weekly classroom walkthrough data will reflect effective instructional practices in 85% of observed classrooms * Quarterly review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards. 	<p>[A 4.1.1] Implement Literacy Skills to Improve Student Learning Cromwell Elementary will partner with community volunteers to tutor in reading to help students improve their literacy skills at an early age. Students will work closely with community stakeholders/volunteers to review high frequency words and sight words. Second grade is a critical year for students to transition from learning to read to reading to learn. Our goal is aligned with the district, Memphis Shelby County Schools to ensure that every student has mastered literacy skills to increase their academic performance.</p>	<p>JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)</p>	<p>05/23/2025</p>	<p>SBB, Title I</p>	
	<p>[A 4.1.2] Implement District's 3rd Grade Commitment Policy The district's 3rd Grade Commitment will have the opportunities throughout their second grade year to demonstrate progress towards the twelve criteria for success, based on district's policy, students must meet 8 of 12 success criteria by the Spring term to be promoted to the third grade. This shows how students, teachers, and parents will work together to help students be promoted to the next grade.</p>	<p>JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)</p>	<p>05/23/2025</p>	<p>SBB, Title I</p>	
	<p>[A 4.1.3] K-2 Literacy Focus on Professional Development K-2 Literacy Focus Professional Development meeting will focus on meeting the needs of the teachers, students, and school trends. This will allow teachers to participate in-depth learning within the curriculum, student work analysis, and</p>	<p>JoAnn McMillian-Principal, Brenda Ingram (Assistant Principal)</p>	<p>05/23/2025</p>	<p>SBB, Title I</p>	

	PD focus on what to expect in the literacy block. The coach will provide hands-on assignments while modeling expectations for the literacy blocks. Teachers will take notes while observing the coaching moves and review the expectations.				
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