

Downtown Elementary Annual Plan (2024 - 2025)

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[G 1] Reading/Language Arts

Downtown Elementary School will increase ELA meeting or exceeding expectations proficiency rates from 24.2% in 2023 to 33.7% in 2025, **for all students including those in the TSI identified subgroups of B/AA, B/H/N, and ED.**

Performance Measure

Performance will be measured using the following tools:

TNReady Assessment

IReady Diagnostic Assessments

School-level created Formative Assessments

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 1.1] Standard Aligned Core Instruction Downtown Elementary School will 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 academic success, **for all students including those in the TSI identified subgroups of B/AA, B/H/N, and ED.**</p> <p>Benchmark Indicator **Implementations**</p> <ol style="list-style-type: none">1. Quarterly School-wide Formative assessments2. Quarterly student work samples3. Quarterly Data Dig minutes4. .Weekly Informal Observations Tool and rubric5. Weekly lesson plans6. Quarterly Formal Observation Tool | <p>[A 1.1.1] ELA Instructional resources for 3-5 Downtown Elementary School PLC Coach will secure supplies, materials, equipment, and support for academic instruction.</p> <p>In order to differentiate classroom instruction to meet the instructional needs of **all students including those in the TSI identified subgroups of B/AA, B/H/N, and ED**, we will meet collaboratively and analyze the following on a weekly basis:</p> <ul style="list-style-type: none">* student work* school-wide data* grade-level data* teacher data | Brandye Williams (Principal) Taurus Brazil (PLC Coach) Ms. Connor (Interventionist) Ms. Rodgers, Ms. Bandele, Ms. Ramos,Jarvis Bryant (ESL) Ms. Thomas (Sped) Ms. Coleman (Clue) | 04/30/2025 | Title 1 | |

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| <p>**Effectiveness**</p> <ol style="list-style-type: none"> 1. Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. 2. A quarterly review of student work samples will show students' mastery of standards at 80% or higher. 3. Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher. 4. 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. 5. Weekly lesson 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. 6. The quarterly Formal Observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. | <p>* data trends</p> <p>* Wonders standards alignment</p> <p>Teachers will need access to computers, printers, and ink to print student data and reports.</p> | | | | |
| | <p>[A 1.1.2] Weekly Collaborative Planning</p> <p>Teachers will meet collaboratively with the grade level team and administrative team to analyze lessons, standards, and assessments for the upcoming week. Teachers will engage in deliberate practice to receive feedback and enhance instructional practice to provide high-quality instruction **for all students including those in the TSI identified subgroups of B/AA, B/H/N, and ED.**</p> | <p>Brandye Williams (Principal)</p> <p>Taurus Brazil (PLC Coach)</p> <p>Ms. Ramos,</p> <p>Ms. Rodgers,</p> <p>Ms. Bandele,</p> <p>Ms. Coleman,</p> <p>Jarvis Bryant (ESL)</p> <p>Ms. Thomas (SPED)</p> | 04/30/2025 | Title 1 | |
| | <p>[A 1.1.3] TN Standards curriculum implementation</p> <p>PLC coach at Downtown Elementary School</p> <p>secure supplies, materials, and support for</p> | <p>Brandye Williams (Principal)</p> <p>Taurus Brazil (</p> | 04/30/2025 | Title 1 | |

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| | <p>academic instruction</p> <p>Utilize the formal TEM Rubric and informal observation tool to provide regular feedback to teachers to ensure instruction is aligned with the TN State Standards and that evidence-based instructional strategies are used to address varying **students' needs, including those in the TSI identified subgroups of B/AA, B/H/N, and ED.**</p> | <p>PLC Coach) Ms. Connor (Interventionist) Ms. Rodgers, Ms. Bandele, Ms. Ramos, Ms. Coleman, Ms. Thomas (SPED)</p> | | | |
| <p>[S 1.2] Professional Development Downtown Elementary School will provide professional development for teachers, administrators, instructional leaders and district advisors on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Benchmark Indicator **Implementations**</p> <ol style="list-style-type: none"> 1. Weekly PLC meeting agenda and minutes 2. Monthly Professional development opportunities during faculty meetings for training or support to improve teaching practices. 3. Weekly collaborative planning agenda and minutes <p>**Effectiveness**</p> <ol style="list-style-type: none"> 1. Weekly PLCs will result in 100% of teachers receiving compartmentalized support to increase overall student achievement by 10%. 2. 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%. 3. Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. | <p>[A 1.2.1] Cycle of professional development The Instructional Leadership Team (ILT) will engage in creating, monitoring, and adjusting the cycle of professional learning throughout each quarter to address trends in instructional practice identified and school-wide data.</p> | <p>Brandye Williams (Principal) Taurus Brazil (PLC Coach) Ms. Connor (Interventionist) Ms. Ramos, Ms. Rodgers</p> | 04/30/2025 | Title 1 | |

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| | <p>[A 1.2.2] Targeted professional development Downtown Elementary targeted professional development will be customized and planned based on school-wide trends according to walk-throughs and school data.</p> <p>-PLC Coach will secure supplies, materials, equipment, and support for academic instruction</p> | <p>Brandye Williams (Principal) Taurus Brazil (PLC Coach) Ms. Rodgers, Ms. Ramos, Ms. Thomas (SPED) , Ms. Coleman (Clue) Narvia Smith-Taylor (Asst. Principal)</p> | 04/30/2025 | Title 1 | |
| <p>[S 1.3] Targeted Intervention and Personalized Learning Downtown Elementary will provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of** all students including those in the TSI identified subgroups of B/AA, B/H/N, and ED,** to improve student achievement.</p> <p>Benchmark Indicator **Implementation**</p> <ol style="list-style-type: none"> 1. Monthly progress monitoring data 2. Quarterly benchmark assessment data 3. Weekly fidelity checks 4. Weekly iReady reports <p>**Effectiveness**</p> <ol style="list-style-type: none"> 1. Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. 2. Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. 3. Weekly fidelity checks will reflect that 100% of | <p>[A 1.3.1] Response to Intervention Downtown's Interventionist and PLC Coach will conduct monthly RTI2 meetings to discuss newly identified RTI students, monitor students' progress, and adjust RTI2 intervention plans based on student's needs' **including those students in the TSI identified subgroups of B/AA, B/H/N, and ED.**</p> <p>DES teachers will provide targeted intervention for tier, tier 2, and tier 3 students' instructional level.</p> | <p>Brandye Williams (Principal) Taurus Brazil (PLC Coach) Ms. Connor (Interventionist) Narvia Smith-Taylor (Asst. Principal)</p> | 04/30/2025 | Title 1 | |

| teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. 4. Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. | | | | | |
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| [G 2] Mathematics Downtown Elementary School will improve meeting or exceeding expectation percentages from 22% in 2023 to 31.7% in 2025 **for all students including those in the TSI identified subgroups of B/AA, B/H/N, and ED.** | | | | | |
| Performance Measure **Performance will be measured using the following tools:** TNReady Assessment iReady Diagnostic Assessments School-level-created formative assessments | | | | | |
| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
| [S 2.1] Standard Aligned Core Instruction Teachers at Downtown Elementary School 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 **for all students including those in the TSI identified subgroups of B/AA, B/H/N, and ED.** Benchmark Indicator **Implementations** 1. Quarterly School-wide Formative assessments 2. Quarterly student work samples 3. Quarterly Data Dig minutes 4. .Weekly Informal Observations Tool and rubric 5. Weekly lesson plans | [A 2.1.1] Provide Instructional resources for math Downtown Elementary will secure supplies, materials, equipment, and support for academic instruction. In order to differentiate classroom instruction to meet the instructional needs of students, we will meet collaboratively and analyze the following on a weekly basis to ensure the needs of all students are met, **including those in the TSI identified subgroups of B/AA, B/H/N, and ED.** * student work * lesson plans/PowerPoints * Weekly Common Assessments * school-wide data * grade-level data * teacher data | Brandye Williams (Principal) S. Black (Asst. Principal) Taurus Brazil (PLC Coach) Narvia Smith -Taylor (Asst. Principal) Ms. Ward (4th math) Ms. Barrett (2nd Math) | 04/30/2025 | Title | |

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| <p>6. Quarterly Formal Observation Tool</p> <p>**Effectiveness**</p> <p>1. Quarterly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment.</p> <p>2. A quarterly review of student work samples will show students' mastery of standards at 80% or higher.</p> <p>3. Quarterly data dig minutes will show at least 80% of students tested will meet or exceed expectations on formative assessments with a score of 80% or higher.</p> <p>4. 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>5. Weekly lesson 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>6. The quarterly Formal Observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher.</p> | <p>* data trends</p> <p>* Envision Math</p> <p>* Ready Math Prescription if applicable</p> | | | | |
| | <p>[A 2.1.2] Assessment to Access student progress</p> <p>Use Envision exit tickets</p> <p>Use Envision Do Now</p> <p>Use Curriculum Maps as guide</p> <p>School created formative assessments as a measures of student progress towards mastering grade level standards, **for all students including those in the TSI identified subgroups of B/AA, B/H/N, and ED.**</p> | <p>Brandye Williams (Principal)</p> <p>Narvia Smith-Taylor (Asst. Principal)</p> <p>S. Black (Asst. Principal)</p> <p>Taurus Brazil (PLC Coach)</p> <p>Ms. Ward (4th Math)</p> <p>Ms. Barrett (2nd Math)</p> | <p>04/30/2025</p> | <p>Title 1</p> | |

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| <p>[S 2.2] Professional Development Downtown Elementary will provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p> <p>Benchmark Indicator **Implementations**</p> <ol style="list-style-type: none"> 1. Weekly PLC meeting agenda and minutes 2. Monthly Professional development opportunities during faculty meetings for training or support to improve teaching practices. 3. Weekly collaborative planning agenda and minutes <p>**Effectiveness**</p> <ol style="list-style-type: none"> 1. Weekly PLCs will result in 100% of teachers receiving compartmentalized support to increase overall student achievement by 10%. 2. 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%. 3. Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. | <p>[A 2.2.1] Cycles of professional learning The PLC Coach will do the following secure supplies, materials, equipment, and support for academic instruction.</p> <p>The Instructional Leadership Team (ILT) will create, monitor, and adjust a cycle of professional learning with a math focus based on Core Actions 1, 2, and 3 of the Instructional Practice Guide (IPGs), school-wide data analysis, and trends throughout each quarter.</p> | <p>Brandye Williams (Principal) Narvia Smith Taylor (Asst. Principal) S. Black (Asst. Principal) Taurus Brazil (PLC Coach)</p> | <p>04/30/2025</p> | <p>Title 1</p> | |
| <p>[S 2.3] Targeted Interventions and Personalized Learning Downtown Elementary School's Interventionist, PLC Coach and math teachers will provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement, **for all students including those in the TSI identified subgroups of B/AA, B/H/N, and</p> | <p>[A 2.3.1] Targeted Interventions and prsonalized learning Downtown Elementary will provide:</p> <ul style="list-style-type: none"> * Academic interventions. * Personalized learning activities. * An individualized learning pace. * Various instructional approaches are designed to meet the needs of specific learners to improve student achievement, **for all students including | <p>Bandye Williams (Principal) S. Black (Asst. Principal) Ms. Connor (Interventionist) Taurus Brazil (PLC Coach) Ms. Ward and</p> | <p>04/30/2025</p> | <p>Title 1</p> | |

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 3.1] Attendance and Behavior Interventions and Supports Downtown Elementary School will implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports.</p> <p>Benchmark Indicator **Implementations**</p> <ol style="list-style-type: none"> 1. 20- day attendance reports 2. 20- day behavior reports 3. 20-day suspension reports <p>**Effectiveness**</p> <ol style="list-style-type: none"> 1. 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. 2. 20-day behavior reports will reflect a 5% decrease in the number of student infractions. 3. 20-day suspension reports will reflect a 5% decrease in the student suspension rate. | <p>[A 3.1.1] Attendance and Behavior Incentives To encourage perfect attendance and behavior for students in all grade levels, students at Downtown Elementary School will have the opportunity to earn a variety of incentives.</p> <p>* Students with exceptional attendance rates will be recognized in newsletters and communications sent to parents * Students will have the opportunity to earn Downtown Dollars that they can cash in for Fun Friday. * Monthly E Party/Celebrations</p> | <p>Brandye Williams (Principal) Narvia Smith-Taylor (Asst. Principal), S. Black (Asst. Principal), Taurus Brazil (PLC Coach), Richara Thomas (Sped Teacher), Jarvis Bryant (ESL Teacher) Dr. D. Gaten (Counselor)</p> | 04/30/2025 | Title 1 | |
| <p>[S 3.2] Professional Development At Downtown Elementary School, we will provide ongoing, high quality professional development at the school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator **Implementations**</p> | <p>[A 3.2.1] Attendance Rate Completion Professional Development Professional development training at Downtown Elementary School will strengthen the school's climate by developing character education and conducting discipline assemblies to teach, promote, and remind students of the appropriate behavior and the benefit of maintaining good attendance records. Professional development will also be conducted with teachers and staff on effective classroom management strategies, including incentives to promote positive behavior.</p> | <p>Brandye Williams (principal) Narvia Smith-Taylor (Asst. Principal), S. Black (Asst. Principal) Taurus Brazil (PLC Coach) Dr. Gaten (</p> | 04/30/2025 | Title 1 | |

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| <p>1. Semesterly RTI2-B data training agenda and minutes</p> <p>**Effectiveness**</p> <p>1. Monthly RTI2-B data team meetings will result in a 5% decrease in student infractions</p> <p>2. Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20 days.</p> | <p>By implementing the following procedure, we will decrease the number of suspensions and increase student attendance.</p> | <p>Counselor) Ms. Ramos (ILT team member)</p> <p>B. Rodgers (5th grade teacher) Ms. Bergman (Optional School Coordinator)</p> | | | |
| <p>[S 3.3] Parent, Family, and Community Engagement</p> <p>Downtown will 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</p> <p>**Implementations**</p> <p>1. Quarterly parent surveys</p> <p>2. Quarterly parent meeting agenda and minutes</p> <p>3. Semesterly parent-teacher conference sign-in sheets/minutes</p> <p>**Effectiveness**</p> <p>1. Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.</p> <p>2. Quarterly parent meetings will result in an increase in participation by at least 10%</p> <p>3. Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.</p> | <p>[A 3.3.1] Parent and family engagement</p> <p>At Downtown Elementary, we will ask for parental and community support when addressing issues with student chronic absenteeism. In conjunction with parent ambassadors and the family and community engagement department, we will work to develop strategies that will help to boost student attendance.</p> | <p>Brandye Williams (Principal)</p> <p>Narvia Smith-Taylor (Asst. Principal)</p> <p>S. Black (Asst. Principal)</p> <p>Taurus Brazil (PLC Coach),</p> <p>Dr. Gaten (Counselor),</p> <p>Ms. Bergman (Optional School Coordinator),</p> <p>Ms. Gaither (parent)</p> <p>Ms. Braye (Parent)</p> | <p>04/30/2025</p> | <p>Title 1</p> | |
| <p>[G 4] Early Literacy</p> <p>Downtown Elementary School will increase Early Literacy on-track and mastery proficiency rates from 24.8% in 2023 to 35.5% by 2025. By June 2025, KK-2 students will increase i-Ready scores by at least 10% from fall to spring assessments, **for all students including those in the TSI identified subgroups of B/AA, B/H/N, and ED.** .</p> | | | | | |

Performance Measure

Performance will be measured using the following tools:

Scientifically based reading instruction

iReady Diagnostic and Benchmarks

Weekly assessments

School-level formative assessments

| Strategy | Action Step | Person Responsible | Estimated Completion Date | Funding Source | Notes |
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| <p>[S 4.1] Professional Learning Downtown Elementary School will build and strengthen the foundational literacy knowledge of instructional leaders, classroom teachers, and educational assistants through engagement in professional learning experiences anchored in the science of reading to move the academic needle, **for all students including those in the TSI identified subgroups of B/AA, B/H/N, and ED.**</p> <p>Benchmark Indicator **Implementations**</p> <ol style="list-style-type: none"> 1. completion of PD focused on foundational literacy for K-2 to gauge the transfer of knowledge into classroom instruction and inform future professional learning opportunities; 2. Quarterly K-2 Comprehensive Literacy walkthroughs by the school-level instructional team. 3. Quarterly surveys of educational assistants of their support in K-2 classrooms. <p>**Effectiveness**</p> <ol style="list-style-type: none"> 1. 80% of teachers attending foundationa; literacy | <p>[A 4.1.1] Professional Development for Early Literacy The early literacy training at Downtown Elementary School will be provided by the Professional learning coach, Reading Interventionist, and ELA ILT team lead. The professional development will be conducted for teachers in grades kindergarten through second to meet the needs of all students,** including those in the TSI identified subgroups of B/AA, B/H/N, and ED.**</p> | <p>Brandye Williams (Principal) Narvia Smith-Taylor (Asst. Principal) S. Black (Asst. Principal) Taurus Brazil (PLC Coach) Ms. Connor (Interventionist) Ms. Rodgers (ELA ILT Member)</p> | 04/30/2025 | Title 1 | |

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| <p>professional development, focusing on increasing literacy across curriculum.</p> <p>2. 90% of teachers will engage in opportunities for continuous growth and development, helping teachers achieve their personal goals.</p> <p>3. 100% of tracking the process of students who receive EAs support, observing the improvements of students academic performance and the effectiveness of addressing students instructional needs.</p> | | | | | |
| <p>[S 4.2] Foundational Literacy support Downtown Elementary School will designate and create an early literacy team to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.</p> <p>Benchmark Indicator **Implementations**</p> <p>1. Monthly review of early literacy support logs to measure the frequency and level of school-based support to K-2 teachers</p> <p>2. Monthly professional development opportunities of high-yielding instructional and coaching practices.</p> <p>**Effectiveness**</p> <p>1. 80% of teachers will be confident in teaching foundational skills and strategies in the classroom.</p> <p>2. 100% of teachers will receive priority coaching and resources to enhance their foundational literacy practices.</p> | <p>[A 4.2.1] Disegregating early literacy data At Downtown Elementary The PLC Coach, ELA ILT lead and Interventionist will analyze data trends, explore, and make adjustments to the quarterly cycle of professional development that will reflect the professional development needs of teachers in grades kindergarten through second.</p> | <p>Brandye Williams (Principal) Taurus Brazil (PLC Coach) Ms. Connor (Interventionist) Ms. Rodgers (ELA ILT Lead) Ms. Bandele (2nd grade ELA teacher)</p> | <p>04/30/2025</p> | <p>Title 1</p> | |