

South Park Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts

By Spring 2026, through the implementation of a standards-aligned core curriculum in each ELA classroom, all students, including the TSI-identified student groups B/AA, SWD, ELL, and ED, will receive a high-quality and equitable education. Teachers and school leaders, through a comprehensive professional development program, will build their pedagogy in reading, writing, and Language Arts TN standards to align with instructional shifts. Students struggling to meet academic proficiency will receive targeted intervention and support throughout the school year based on their identified area(s) of need. Early Literacy will continue to build a comprehensive level of foundational skills by using the science of reading.

Performance Measure

South Park Elementary School will increase ELA meeting or exceeded expectations proficiency rates in 3-5 from 14.2% in 2024(Spring) to 24.2% in 2025-2026 for all students, including those in the TSI identified subgroup B/AA.

Performance will be measured using the following tools:

District Formative Assessments

IReady Quarterly Assessment

TNReady Assessment

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 college and career readiness for all students, including those in the TSI identified subgroup B/AA.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* Quarterly Formative Assessments * Weekly Analysis of objective base student task **Effectiveness:**</p>	<p>[A 1.1.1] Supplemental Instructional Resources South Park Elementary will provide supplemental supplies, materials, and instructional equipment to support and improve reading academic growth and achievement for all students, including those in the TSI identified subgroup B/AA.</p>	Katena Jones - PLCC , Toni Beasley- IC,	03/20/2026	Title I	

<p>* Each subsequent Quarterly Formative Assessment will reflect a 10% increase in the number of students for on-track and mastery.</p> <p>* Weekly Analysis of all Student Work including TSI BAA will reflect at least 50% of students showing mastery of at least 70% of the objectives with a score at 70% or higher.</p>					
<p>[S 1.2] Professional Development 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 for all students, including those in the TSI identified subgroup B/AA.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* Weekly Collaborative and Deliberative PLC meetings minutes and agendas. * Weekly Educator's Meetings agenda. **Effectiveness:**</p> <p>* Weekly meetings will reflect at least 50% of all 3-5 teachers showing a growth of at least one level on each subsequent TEM observations.</p>	<p>[A 1.2.1] Data Digs Teachers will analyze data during weekly PLC meetings to identify skills to reteach and plan an intervention that addresses deficient areas. Teachers will track all data for all students, including the TSI identified subgroup BAA, on a South Park Data Tracker containing iReady weekly assessments. This will keep all data in the same location, allowing teachers to analyze it.</p> <p>Instructional Coach and the PLC coach will monitor the teacher data trackers and analyze trends among the standards and across grade levels. Principal Strickland and Assistant Principal Edwards will have data chats with teachers to discuss plans for reteaching to address deficit areas.</p>	Principal Strickland, Assistant Principal Edwards, Teachers, Interventionist, Instructional Coach	05/22/2026	Title I, Fund 01	
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide daily 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 subgroup B/AA.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* Daily intervention lesson plan that includes the tiered small ELA and Math intervention groups and</p>	<p>[A 1.3.1] Implement RTI2 Professional Learning District and school staff will provide professional development to assist teachers in implementing RTI2 and utilizing effective intervention strategies for all students, including those in the identified subgroup B/AA. Training will include RTI2 protocol, forms, needed documents, and highly effective teaching strategies for RTI. Additional school supplies and materials will be purchased to assist with RTI2 implementation and intervention strategies. Human capital will also help with effective RTI instruction and implementation.</p> <p>Intsruction Coach will lead professional</p>	Interventionist, Instructional Coach, PLC Coach,	05/22/2026	Title I, Fund 01	

<p>the student's personalized skill deficit and instructional level.</p> <p>* Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine the next steps of intervention support to get them to grade level.</p> <p>**Effectiveness:**</p> <p>* 10% of all students including TSI BAA receiving RTI2-A intervention progress to the next skill/instructional /Tier level every six weeks.</p> <p>* 10% of all students including TSI BAA receiving RTI2-A intervention in the Fall will show at least two years of growth in the supported content area by the end of the school year.</p>	<p>development for teachers, including strategies for effective RTI instruction and resources needed for implementation. PLC Coach Jones will lead the RTI2-A team and ensure all members know the protocol and necessary documents for RTI.</p>				
<p>[S 1.4] Early Literacy</p> <p>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 support the development of K-2 students reading skill set.</p> <p>Benchmark Indicator</p> <p>Early Literacy Monthly Learning Series will measure the increase of content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities by 75% of K-2 students performing at proficiency on the common formative assessments. This data will be submitted to the District by building test coordinators.</p> <p>Semester surveys, completed at a rate of 90% or higher, of educational assistants support in K-2 classrooms that will inform what professional learning and resources are needed to improve instruction and student achievement. Surveys will be reviewed by literacy managers.</p> <p>Teacher and educational assistants' quarterly attendance, expected at 95% or above, will be</p>	<p>[A 1.4.1] Implement Workstations Foundation Skills K-2</p> <p>Teachers in Grades K-2 will implement literacy workstations in foundational skills block to increase student achievement in phonics, vocabulary, comprehension and reading strategies. This will allow students to be actively engaged in the learning process. Assistant Principal Edwards, PLC Coach Jones, Instructional Coach, Toni Beasley, ELA Instructional Coach, will assist teachers in implementation of workstations.</p>	<p>Principal, Assistant Principal, PLCC, IC</p>	<p>05/22/2026</p>	<p>Title I</p>	

collected using PLZ and review of specialized PD by literacy manager to focus on foundational literacy and to inform future professional learning opportunities.					
<p>[G 2] Mathematics K-5 By Spring 2026, through the implementation of a standards-aligned core curriculum in each ELA classroom, all students, including the TSI-identified student groups B/AA, SWD, ELL, and ED, will receive a high-quality and equitable education. Teachers and school leaders, through a comprehensive professional development program, will build their pedagogy in mathematics standards to align with instructional shifts. Students struggling to gain procedural and conceptual understanding to meet academic proficiency will receive targeted intervention throughout the school year.</p> <p>Performance Measure South Park Elementary School will increase Math meeting or exceeded expectations proficiency rates in 3-5 from 24.6% in 2024 to 34.6% in 2025 for all students, including those in the TSI identified subgroup B/AA.</p> <p>District Formative Assessments</p> <p>TNReady Assessment</p> <p>IReady Quarterly Assessment</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 college and career readiness for all students, including those in the TSI identified subgroup B/AA.</p> <p>Benchmark Indicator **Implementation:**</p> <p>* Quarterly Formative Assessments * Weekly Analysis of objective base student task</p> <p>**Effectiveness:**</p>	<p>[A 2.1.1] EnVision Math Implementation/ Ready Mathematics Our teachers will be using EnVision Math,IXL Math computer-based program, and Ready Mathematics curricula to guide their instruction. They will follow the curriculum maps to provide students with learning experiences that enhance their fluency and problem-solving skills in mathematics. Our PLC Coach, Katena Jones, will lead the administration role. At the same time, the math Instructional coach, Ms. Monica McDaniel, will organize weekly and monthly professional development (PD) opportunities, such as Panther University and Content meetings, to improve instructional practices. In addition, teachers and students will visit the math lab to work on mastery of math standards/ deficit skills using manipulatives. The students and teachers will</p>	PLC Coach, Instructional Coach	05/22/2026	Title I, Fund 01	

<p>* Each subsequent Quarterly Formative Assessment will reflect a 10% increase in the number of students for on-track and mastery.</p> <p>* Weekly Analysis of all Student Work including TSI BAA will reflect at least 50% of students showing mastery of at least 70% of the objectives with a score at 70% or higher.</p>	<p>collaborate and deliberate with each other to implement their understanding. With the assistance of Title 1 Funds our PLC coach will purchase additional IReady Mathematics workbooks for our students and math manipulatives, technology such as laptops, and a box light.</p> <p>Our teachers will continue using Savvas Realize virtual manipulatives and hands-on materials to engage students with different needs and visit the Math Engagement Learning Lab. Additionally, they will supplement the EnVision Math curriculum with Great Minds resources. All of our teachers will engage in collaborative planning to facilitate effective content delivery in math and other subjects. Our teachers will implement identified practices for all students to create a positive classroom environment and build relationships with our students. Principal Strickland will conduct informal observations and walk-throughs to ensure a conducive learning environment. Our Instructional Coach; SPED Lead, Gale Stewart; ESL lead, Lyndsey Welch; and Title 1 interventionist, Carrie Clark, will assist teachers in creating individualized plans for each student.</p> <p>These supports are for all students, including those in the TSI identified subgroup B/AA.</p>				
<p>[S 2.2] Professional Development 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 for all students, including those in the TSI identified subgroup B/AA.</p> <p>Benchmark Indicator **Implementation:**</p>	<p>[A 2.2.1] Attend High-Quality Professional Development South Park teachers and administrators will attend virtual, local, state, and national training (PD) to strengthen their professional knowledge about academic and social needs for all students, including those in the TSI identified subgroup B/AA. This professional training will provide:</p> <p>* Various strategies and techniques (including implementing Tennessee State Standards).</p>	<p>Math Lead, PLCC, Instructional Coach</p>	<p>05/22/2026</p>	<p>Title I, Fund 01</p>	

<p>* Weekly Collaborative and Deliberative PLC meetings minutes and agendas.</p> <p>* Weekly Educator's Meetings agenda.</p> <p>**Effectiveness:**</p> <p>* Weekly meetings will reflect at least 50% of all 3-5 teachers showing a growth of at least one level on each subsequent TEM observations.</p>	<p>* Behavior management strategies.</p> <p>* Assessment techniques.</p> <p>* Directed teaching methods.</p> <p>* Acting as a coach and support to teachers.</p> <p>* Modeling effective intervention strategies.</p> <p>After the training, teachers, and administrators will return and pass the newly acquired knowledge or strategies to other staff members.</p>				
<p>[S 2.3] Targeted Interventions and Personalized Learning</p> <p>Provide daily 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 subgroup B/AA.</p> <p>** **</p> <p>** **</p> <p>Benchmark Indicator</p> <p>**Implementation:**</p> <p>* Daily intervention lesson plan that includes the tiered small ELA and Math intervention groups and the student's personalized skill deficit and instructional level.</p> <p>* Monthly progress monitoring data review of students' performance in targeted intervention (i-Ready) to determine the next steps of intervention support to get them to grade level.</p> <p>**Effectiveness:**</p> <p>* 10% of all students including TSI BAA receiving RTI2-A intervention progress to the next skill/instructional /Tier level every six weeks.</p> <p>* 10% of all students including TSI BAA receiving RTI2-A intervention in the Fall will show at least two years of growth in the supported content area by the end of the school year.</p>	<p>[A 2.3.1] Print Rich Math Lab</p> <p>South Park Elementary will have a print-rich environment model room set up by the math lead for all teachers to observe. In addition, each math teacher will have a print-rich classroom. This will enhance students' academic and content-specific vocabulary. The Math lab will also house manipulatives to support students' various learning needs. These supports will benefit all students, including those in the TSI identified subgroup B/AA.</p>	<p>PLCC, Instructional Coach</p>	<p>05/22/2026</p>	<p>Title I</p>	

[G 3] Safe and Healthy Students

By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve all students' attendance and behavior, including the TSI-identified student groups B/AA, SWD, ELL, and ED, through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.

Performance Measure

South Park Elementary School will maintain at least an 18% progressive discipline rate in SY2025-26, from 21 % in SY2023-24 (i.e., supports and interventions) among our overall disciplinary incidents (i.e., office referrals/other documented supports).

South Park Elementary School will reduce chronic absenteeism by at least 10% in SY2025-26, from 91.7% in SY2023-24 for all students, including the TSI-identified student groups B/AA, SWD, ELL, and ED.

Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point
- * IXL Data

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 supports for all students, including those in the TSI identified subgroup B/AA. Benchmark Indicator **Implementation:** * Each 20-day reporting period student discipline reports * Each 20-day reporting period attendance and suspension data * Weekly School-Wide RTI2-B discipline	[A 3.1.1] Attendance Incentive Program South Park will recognize homerooms with 20-day perfect attendance. All students including TSI BAA students with perfect attendance (no absences or tardies) will participate in a quarterly E-Club party. Attendance will be monitored by the GOS Katrina Smith, school counselor Angela Glover, the RTI2-B team, and Assistant Principal Edwards. Students will get free passes to dances and will be recognized quarterly during the awards ceremony. Counselor Blue will award certificates and perfect attendance medals. Funds will be used for certificates, attendance pedals, and E-Party rewards. The RTI-B team members will assist with E-parties and other incentives.	Counselor	05/22/2026	Fund 01	

<p>plan/tracker report. **Effectiveness:**</p> <p>* Analyzing these reports and implementing the school-wide plan should result in a 10% decrease in SART and UnExcused Absence parent meetings.</p> <p>* Analyzing these reports and implementing the school-wide RTI2-B discipline plan/tracker should result in a 10% increase in Progressive Discipline events.</p>					
<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 achievement for all students, including those in the TSI identified subgroup**** B/AA.</p> <p>Benchmark Indicator **Implementation**</p> <p>* Monthly RTI2-B meetings where the team will analyze and discuss the past month's school-wide attendance and behavior data</p> <p>* Biweekly educator data meetings where the RTI2-B team shares and discusses the Behavior trends data report with staff/ stakeholders.</p> <p>**Effectiveness**</p> <p>* Implementing the monthly RTI2-B and the biweekly educator meetings should lead to a 10% increase in Progressive Discipline in at least three grades in K-5.</p> <p>* Implementing the monthly RTI2-B and the biweekly educator meetings should increase the number of students invited to the monthly E celebrations by 10%.</p>	<p>[A 3.2.1] Implementation of RTI2-B Teachers and staff will learn how to properly implement the School-wide RTI2-B Behavior Plan for South Park Elementary. After the detailed plan has been presented and vetted by the staff on the RTI-B team, it will be a living document at South Park Elementary. The professional development will include SEL training for all teachers and staff conducted by Counselor Angela Glover, RTI2-B Team, and Assistant Principal Edwards. Parents will be presented with the plan during the Annual Title 1 Meeting in August 2025. The plan will be reviewed and discussed during monthly parent meetings and parent-teacher conferences. Funds will be used to purchase books,* *which will assist us in building positive relationships with all students including those in the TSI identified subgroup B/AA.</p>	<p>Counselor, Behavioral Specialist, Assistant Principal</p>	<p>05/22/2026</p>	<p>Fund 01</p>	
<p>[S 3.3] Parent, Family, and Community Engagement</p>	<p>[A 3.3.1] Monthly Parental Professional Development</p>	<p>Principal, Assistant</p>	<p>05/22/2026</p>	<p>Title I, Fund 01</p>	

<p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve attendance and behavior for all students, including those in the TSI identified subgroup B/AA.</p> <p>Benchmark Indicator **Implementation:**</p> <ul style="list-style-type: none"> * Quarterly Parent Family Data Night and Engagement Meetings agendas. * Weekly Parent Conduct Folder <p>**Effectiveness:**</p> <ul style="list-style-type: none"> * Implementing the Quarterly Parent Family Data Night, Engagement meetings, and weekly parent conduct folders should decrease the chronic absenteeism rate by 10%. * Implementing the Quarterly Parent Family Data Night, Engagement meetings, and weekly parent conduct folders should increase parental involvement in Math and Science Family Night and Literacy Family Night by 10%. 	<p>Parents of students with attendance problems will receive letters of concern and notifications (SART Meetings) from Counselor Glover about the importance of regular school attendance. We will provide additional parental support for those students in grades 3 through 5. During monthly parent meetings, parents will gain professional development on the importance of students getting enough required sleep, a balanced breakfast, and the rules and expectations of the RTI-B Plan for South Park Elementary School. Principal Strickland, Assistant Principal Edwards, and PLC Coach Katena Jones will lead these meetings. Additional parental involvement meetings include:</p> <ul style="list-style-type: none"> * Annual Title 1 Parent Meeting * Parents and Pancake * Donuts for Dads * Family Literacy Night * Family Math and Science Night * ESL Curriculum Morning * Family Data Day <p>These supports are for all students, including those in the TSI identified subgroup B/AA.</p>	<p>Principal, PLCC, Counselor</p>			
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