# Winridge Elementary Annual Plan (2024 - 2025)

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| **[G 1] Reading/Language Arts** By spring 2025, we will increase ELA on-track and mastery proficiency rates for grades 3-5 from 38.2% proficiency in 2022 TN Ready Data) to 40% in 2025. WES will also maintain a Level 5 TVASS growth score for the 2024-2025 school year. Lastly, by Spring 2024, 80% of K-1st students will score 70% proficiency or higher on Mastery Connect ELA Spring Assessment. By Spring 2025, 50% of 2nd-5th grade students will score 70% proficiency or higher on Mastery Connect ELA Spring Assessment.  K-5 students We believe improvement in this area can continue based on work done in the prior year including the implementation of our reading curriculum materials to support reading and a focus on ELA Response to Intervention and the development of rigorous professional development to support reading. **Performance Measure** Performance will be measured using the following tools:  TCAP Assessment  Schoolwide CFA's  iReady Diagnostic | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 1.1] Standard Aligned Core Instruction** Winridge Elementary provides access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. We will secure supplies, materials, equipment, and support for academic instruction. **Benchmark Indicator** \*\*· Implementation\*\*  \* Biweekly School-wide Formative Assessments \* Weekly Informal Observation Tool and rubric \* Formal Observations \* Quarterly Data Dig Minutes \* Weekly Collaborative Planning Sessions w/ content lead \* Weekly lesson plans/PowerPoints \* Quarterly student work samples \* Daily exit tickets \*\*· Effectiveness\*\*  \* Quarterly School-wide Formative Assessments will reflect a 10% increase in the number of students scoring 80% or better after each assessment. \* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation High Impact strategies identified by the rubric, resulting in effectiveness scores of 3 or better. \* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. \* 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. \* Weekly Collaborative Planning Sessions and Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. \* Quarterly review of student work samples will show students’ mastery of standards at 80% or higher. \* Daily exit tickets will reflect at least 90% of students scoring 80% or higher. | **[A 1.1.1] Standards Aligned** \*\*[A 1.1.1] Strategy 1: Standards Aligned Core Instruction\*\*  \*\* \*\*What We Know and Where We Need to Go High Quality Curriculum and System Improvement      <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>    <https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf>   Standard Aligned Core Instruction will be monitored and implemented using collaborative planning    \* Professional Learning Communities, Weekly Collaborate Planning Sessions w/Deliberate Practice, and Monthly Instructional Leadership Team Meetings will be conducted.   \* In an effort to particularly address our student groups and our target group of (approaching students) : African Americans and ESL - Special attention will be given to addressing deficits within the African American student groups, students who are approaching proficiency, and English language learners during their planning times.   \* A large percentage of the African American and ESL students scored in the bottom 5% in previous years. Although according to the 2032-2024 Preliminary Data both student groups are making significant progress, but to ensure they remain on this trajectory their needs will be addressed through the following treatments: Teachers will strategically focus on master of the Foundational Standards and Heavily weighted standards according to the TN Ready Standard Analysis.    \* After school learning opportunities and 4th grade during school tutoring will be offered. Specialized parent and family engagement training opportunities will be provided.   \* Daily schedules will reflect opportunities for push-in and pull-out support by members of the Administrative Team.   \* ESL instructors will participate in regular collaborative planning meetings and teachers will have opportunities to collaboratively explore student data to inform their daily instructional practices.   \* Instructional Supplies and Technology Equipment will be procured using Title One Funds. | Principal Dr. Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Ametria Bobo, ILT Member/Reading D. Wilson, ELA Teachers and ESL Teachers | 06/27/2025 |  |  |
|  | **[A 1.1.2] Standards Aligned** Winridge Elementary provides access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. We will secure supplies, materials, equipment, and support for academic instruction. | Principal Dr. Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Ametria Bobo, ILT Member/Reading D. Wilson, ELA Teachers and ESL Teachers | 06/27/2025 |  |  |
| **[S 1.2] Professional Development** Winridge Elementary will provide ongoing, high quality differentiated professional development at the school level for school leaders, teachers, parents and other instructional staff that focuses on changing instructional practices that result in improved student performance. We will also secure supplies, materials, equipment, and support for academic instruction using Title One Funds. **Benchmark Indicator** \*\*· Implementation\*\*  Weekly collaborative planning with agenda and minutes   Monthly professional development agenda and minutes   Weekly PLC meeting agenda and minutes  Bi-weekly Instructional Leadership Team (ILT) agenda and minutes  \*\*· Effectiveness\*\*  Bi-weekly admin meetings will monitor classroom observations and trends within the build based on teacher, content area or grade level that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.  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%.   Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 15%.  Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. | **[A 1.2.1] Professional Development** \*\* \*\*\* Teachers will be able to: Understand the pedagogical and purpose of differentiated instruction. Identify and experience the various tools through which they can implement differentiated instruction.   \* Create lessons using the tools for Differentiated Instruction and share them with other teachers. Tools that will be used are as follows: Interactive technology lessons from the I-Ready platform, Tiered Activities, Choice Board, Project/Subject Menu, Experiential Learning/Share Learning, Contracts, Flexible Grouping, Virtual Field trip opportunities.   \* Additionally, I-Ready training and Wonders Curriculum training for all ESL teachers to increase skill deficit areas in RLA to improve access to general education curriculum.   \* Also, On-line Training will be provided for General Ed and ESL Teachers utilizing the Canvas Self-Paced Courses in August, September, October and January as additional resources to assist ESL and Regular Ed Teachers with providing high quality effective instruction.   \* Also on-going PD will be held to encourage both ESL teachers & General Ed teachers (Co-Teaching Teams) to observe Exemplary Co-teaching teams in classrooms within District &/or outside the District. These sessions will be held virtually and in-person based on the needs and accessibility of the Personnel.   \* Also, ongoing coaching opportunities will take place by ILD Sharonda Beard.   Lastly, all ESL teachers will be encouraged to attend all District training in specific content areas to strengthen knowledge base. | Principal- Todd Shaffer, Assistant Prinicipal- Herronda Harley, PLC Coach-Ametria Bobo, ILT Member/ Reading Laureate- Sade Ward ,ILT Members-Monica WIcks, All ELA Teachers and ESL Teachers | 06/07/2025 |  |  |
| **[S 1.3] Targeted Intervention and Personalized Learning** Winridge Elementary provides academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner. **Benchmark Indicator** \*\* Implementation\*\*  \* Monthly progress monitoring data \* Monthly data meeting agenda and minutes \* Bi Weekly content specific CFA's w/data trackers \* Daily Do now tracker \* Quarterly benchmark assessment data \* Weekly fidelity checks \* Weekly iReady reports \*\*Effectiveness\*\*  \* 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. \* Biweekly CFA's will reflect 80% of students showing Mastery and on Track on grade level standards. \* Daily Do now will reflect 80% master of all students on reteaching standards. \* Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. \* Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring. \* Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. | **[A 1.3.1] S 1.3 Targeted Intervention and Personalized Learning** \*\* \*\*\* All students are benchmarked with fidelity and identified as a result of the universal screener.   \* There is an uninterrupted block of time dedicated to Response to Intervention and Instruction where students receive face to face teacher directed instruction as well as an ELA technological intervention.    \* The school psychologist, RTI Lead and teachers review the data and determine instructional levels for the identified students.   \* Students are given instruction and additional support as it relates to their lowest deficit area. weekly or biweekly. The school psychologist and RTI Lead review the data and meet with the data teams monthly and as required to review significant or adequate progress or the lack there of.   \* Winridge Elementary though the use of Title One Funds will secure supplies, materials, equipment, and support for academic instruction. | S 1.3 Targeted Intervention and Personalized Learning | 06/07/2025 |  |  |
| **[G 2] Mathematics** By spring 2025, we will improve on-track/mastery percentages for 3-5 Math from 43.5% Spring 2024 on TN Ready to 45% in 2025. We will also maintain a Level 5 TVASS growth score in Mathematics on the TN Ready summative assessment. Lastly, by Spring 2025, 80% of K-1st students will score 70% proficiency or higher on Mastery Connect Math Spring Assessment. By Spring 2025, 50% of 2nd-5th grade students will score 70% proficiency or higher on Mastery Connect Math Spring Assessment.  We believe improvement in this area can continue based on work done in the prior year including the implementation of the math curriculum material and the execution of rigorous professional development to support math. **Performance Measure** Performance will be measured using the following tools:  TCAP Assessment  Ready Diagnostic | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 2.1] Standard Aligned Core Instruction** Winridge Elementary provides access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards. We will also secure supplies, materials, equipment, and support for academic instruction using Title One funds. **Benchmark Indicator** \*\*Implementation\*\*  \* Biweekly School-wide Formative Assessments \* Weekly Informal Observation Tool and rubric \* Formal Observations \* Quarterly Data Dig Minutes \* Weekly Collaborative Planning Sessions w/ content lead \* Weekly lesson plans/PowerPoints \* Quarterly student work samples \* Daily exit tickets \*\*· Effectiveness\*\*  \* Quarterly School-wide Formative Assessments will reflect a 10% increase in the number of students scoring 80% or better after each assessment. \* Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation High Impact strategies identified by the rubric, resulting in effectiveness scores of 3 or better. \* Quarterly formal observation tool will reflect that 100% of teachers will have an overall LOE score of 3 or higher. \* 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. \* Weekly Collaborative Planning Sessions and Weekly lessons plan checks will show that 100% of teachers are on track with following the curriculum and overall teacher LOE will reflect level 3 or higher. \* Quarterly review of student work samples will show students’ mastery of standards at 80% or higher. \* Daily exit tickets will reflect at least 90% of students scoring 80% or higher. | **[A 2.1.1] Standards Aligned** \*\*[A 2.1.1] Effective Colloborative Planning Implemented\*\*  \*\* \*\*Winridge Elementary will implement the following collaborative planning initiatives:      \* Professional Learning Communities Weekly   \* Collaborate Planning Sessions w/Deliberate Practice Weekly   \* Instructional Leadership Team Twice Monthly   \* Deliberate Practice School-wide Monthly          \*\*In an effort to particularly address our student groups : African American and ESL\*\*      \*\*Special attention will be given to addressing deficits within the African American student subgroups during these planning times. A large percentage of the African American and ESL students scored in the bottom 5% in the past. According to the Preliminary Data released for 22-23 TN Ready assessment these students are making great progress, but in an effort to ensure our students remain on this trajectory their needs will be addressed through the following treatments:\*\*      \* Teachers will strategically focus on master of the Heavily weighted and foundational standards in Math   \* After school learning opportunities will be offered   \* Specialized parent and family engagement training opportunities   \* Daily schedules will reflect opportunities for push-in and pull-out support   \* ESL instructors will participate in regular collaborative planning meetings   \* Teachers will have opportunities to collaboratively explore student data to make data informed decisions to drive instruction    \* Instructional Supplies and Technology Equipment will be procured using Title One Funds. | Assistant Principal- Herronda Harley, Principal- Todd Shaffer, PLC Coach- America Bobo, ILT Members- Derrick Squaire, Daveeta Givens, all Math Teachers | 06/07/2025 |  |  |
| **[S 2.2] Professional Development** Winridge Elementary will provide ongoing, high quality professional development at the District and school level for school leaders, teachers, parents, and other instructional staff that focuses on changing instructional practices that result in improved student performance. **Benchmark Indicator** \*\*· Implementation\*\*  \*\*Weekly collaborative planning with agenda and minutes\*\*  \*\*Monthly professional development agenda and minutes\*\*  \*\*Weekly PLC meeting agenda and minutes\*\*  \*\*Bi-weekly Instructional Leadership Team (ILT) agenda and minutes\*\*  \*\*· Effectiveness\*\*  \*\*Bi-weekly admin meetings will monitor classroom observations and trends within the build based on teacher, content area or grade level that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices.\*\*  \*\*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%.\*\*  \*\*Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 15%.\*\*  \*\*Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher.\*\* | **[A 2.2.1] Professional Development** \*\*[A 2.1.1] Effective Colloborative Planning Implemented\*\*  \*\* \*\*Winridge Elementary will implement the following collaborative planning initiatives:   \* Professional Learning Communities Weekly   \* Collaborate Planning Sessions w/Deliberate Practice Weekly   \* Instructional Leadership Team Twice Monthly   \* Deliberate Practice School-wide Monthly       \*\*In an effort to particularly address our student groups : African American and ESL\*\*      \*\*Special attention will be given to addressing deficits within the African American student subgroups during these planning times. A large percentage of the African American and ESL students scored in the bottom 5% in the past. According to the Preliminary Data released for 22-23 TN Ready assessment these students are making great progress, but in an effort to ensure our students remain on this trajectory their needs will be addressed through the following treatments:\*\*      \* Teachers will strategically focus on master of the Heavily weighted and foundational standards in Math   \* After school learning opportunities will be offered   \* Specialized parent and family engagement training opportunities   \* Daily schedules will reflect opportunities for push-in and pull-out support   \* ESL instructors will participate in regular collaborative planning meetings   \* Teachers will have opportunities to collaboratively explore student data to make data informed decisions to drive instruction    \* Instructional Supplies and Technology Equipment will be procured using Title One Funds. | Assistant Principal- Herronda Harley, Principal- Todd Shaffer, PLC Coach- America Bobo, ILT Members- Derrick Squaire, Daveeta Givens, all Math Teachers | 06/07/2025 |  |  |
| **[S 2.3] Targeted Interventions and Personalized Learning,** Winridge Elementary provides academic interventions and personalized learning activities that are designed to meet the individual needs of the student and to provide a learning pace and instructional approaches that meet the needs of each learner.\*\* \*\*  \*\* \*\* **Benchmark Indicator** \*\*· Implementation\*\*   Monthly progress monitoring data   Monthly data meeting agenda and minutes   Quarterly benchmark assessment data   Weekly fidelity checks   Weekly iReady reports  \*\*· Effectiveness\*\*   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.   Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I.   Weekly fidelity checks will reflect that 100% of teachers are implementing the RTI2 curriculum, which will result in students increasing by at least 2-3 data points during progress monitoring.   Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas. | **[A 2.3.1] Targeted Interventions and Personalized Learning** \* All students are benchmarked with fidelity and identified as a result of the universal screener.    \* There is an uninterrupted block of time dedicated to Response to Intervention and Instruction where students receive face to face teacher directed instruction as well as a Math technological intervention.   \* The school psychologist reviews the data and determines instructional levels for the identified students.    \* Students are given instruction and additional support as it relates to their lowest deficit area weekly or biweekly.    \* The school psychologist reviews the data and meets with the data teams as required to review significant or adequate progress or the lack there of.    Title One funds will be utilized to secure supplies, materials, equipment, and support for academic instruction. | Assistant Principal- Herronda Harley, Principal- Todd Shaffer, PLC Coach- America Bobo, ILT Members- Derrick Squaire, Daveeta Givens, all Math Teachers | 06/07/2025 |  |  |
| **[G 3] Chronic Absenteeism** Winridge Elementary will increase school level interventions and progressive disciplining supports using the 2024-2025 Response to Intervention and Behavior processes and procedures. Winridge Elementary will also work to decrease the Chronically Absent Rate from 16% in 2023-2024 to 10% in 2024-2025 school year. **Performance Measure** Winridge Elementary will track and monitor student Chronic Absentee Rate by:  Calling students who miss 2 days of school in a 10 day cycle  \* Tracking attendance in PowerBI \* PowerSchool Data \* PowerBI Data \* Share Point \* ReThink Platform (SEL Weekly lessons) | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 3.1] Attendance and Behavior Interventions and Supports** Winridge will implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports. **Benchmark Indicator** \*\*· Implementation\*\*  \* 20-day attendance reports \* 20-day behavior reports \* 20-day suspension report \*\*· Effectiveness\*\*  \* 20-day attendance reports will reflect a 5% decrease in the number of students absent from school. \* 20-day behavior reports will reflect a 5% decrease in the number of student infractions. \* 20-day suspension reports will reflect a 5% decrease in the student suspension rate. | **[A 3.1.1] Attendance, Behavior, Interventions and Supports** \*\* \*\*\*\*Winridge was designated as a Targeted Support and Improvement School for School year 2019-2020. In 2021-2022 Winridge was released from this list and we are now a Level 5 school in TVASS. Due to the number of students we serve in the African American population we will still focus on this student group and ESL students. \*\*      In an effort to particularly address our student subgroups : \*\*African American and ESL\*\*      \*\*Special attention will be given to addressing deficits within the African American and ESL student subgroups for the 2023-2024 School Year\*\*      Teachers will be able to:      \* Develop, Implement, Monitor and Evaluate a plan with an emphasizes on student behavior   \* Engage students in the behavioral process bi-weekly   \* Use resources for academic and behavioral improvement   \* Ensure systems and routines are consistent and in place   \* Communication of Policy to Parents   \* Explicitly Teach SEL lessons to students every Wednesday and Thursday | Principal Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Ametria Bobo, School Counselor Sheila Johnson, Community Partner Mikyah Wooden | 06/07/2025 |  |  |
| **[S 3.2] Professional Development** Winridge will provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student performance. **Benchmark Indicator** \*\*· Implementation\*\*  \* Weekly attendance meeting planning with agenda and minutes \* Semesterly RTI2-B data training agenda and minutes \*\*· Effectiveness\*\*  \* Bi-weekly admin meetings will monitor classroom observations and trends within the build based on teacher, content area or grade level that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. \* Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. \* Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 5% decrease in student infractions each 20-day period\*\*.\*\* | **[A 3.2.1] Professional Development** Winridge was designated as a Targeted Support and Improvement School for School year 2019-2020 but in 2021-2022 Winridge was released from this list, but in order to consistently address the African American and ESL student groups the following actions will be taken. \*\*   In an effort to particularly address our student subgroups : \*\*African American and ESL\*\*   \*\*Special attention will be given to addressing deficits within the African American student subgroups for the 2023-2024 School Year. \*\*   Teachers will be able to:   \* Participate in high quality professional development to increase student achievement for all African American and ESL students   \* Work with our ESL Teachers to better understand and connect with our ESL Families   \* Identify and experience the various technological and educational tools that teachers can implement differentiated instruction focusing on various learning styles    \* Create lessons using the tools for Differentiated Instruction and share them with others teachers to help close the gap    Additionally,   \* All SPED Teachers receive training in the following: · Functional Behavior Assessment/Behavior Intervention Plan · DEC-PCM (Professional Crisis Management) “Everyday Behavior Tools”    \* Encourage All faculty and staff to continue to revisit areas covered during ACEs Training   \* Encourage parents of students with disabilities to attend monthly Parent Training with topics specifically designed to provide support to them   Our school staff will participate in high quality professional development to guide implementation efforts. As a result, "coaching" is seen as a vehicle to facilitate such efforts. The role of the coach includes such activities as assisting schools in setting up tiered intervention supports, facilitating team planning and problem-solving, using data to guide decision-making, evaluating fidelity and outcomes of interventions, proving ongoing professional development and technical assistance to school staff. | Principal Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Ametria Bobo, School Counselor Sheila Johnson, Community Partner Mikyah Wooden | 06/07/2025 |  |  |
| **[S 3.3] Parent, Family, and Community Engagement** Winridge will promote effective parent, family, and community engagement activities that support safe schools with increasing student attendance positively impacting the overall academic success of students. **Benchmark Indicator** \*\*· Implementation\*\*  \* Quarterly parent surveys \* Quarterly parent meeting agenda and minutes \* Semesterly parent-teacher conference sign-in sheets/minutes \* Parent Calendar \* Social Media communications  \*\*· Effectiveness\*\*  \* Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. \* Quarterly parent meetings will result in an increase in participation by at least 10%. \* Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences. \* Monthly school event calendar | **[A 3.3.1] Parent, Family and Community Engagement** \*\* \*\*\*\*Winridge was designated as a Targeted Support and Improvement School for School year 2019-2020, but for the 2021-2022 school year we were released from this list. We will still give special attention to particular student groups that are highly impacted by attendance issues. \*\*   In an effort to particularly address our student subgroups : \*\*African American and ESL\*\*   \*\*Special attention will be given to address African American students attendance for the 2023-2024 School Year. \*\*   The professional school counselor will share with parents about the importance of good attendance. A set of interactive exercises to spark awareness, conversation and action with groups of parents about the consequences of poor attendance on their children’s futures. Ideally these activities would be embedded into existing school activities or leadership programs for parents. The exercises create opportunities for starting a dialogue and build positive relationships with parents.   Additionally, teachers and the administrative team will be able to:   \* Provide incentives for Perfect Attendance for individual students and for parents   \* Communicate either by a phone call or letter when students are absent   \* Daily Attendance Tracker   \* Warm-body count versus solely relying on PowerSchool    \* Powerschool will still be used since it connects all students in our school where we can see students demographics, parent contact info, discipline, attendance, class schedule, shot records etc. | Principal Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Ametria Bobo, School Counselor Sheila Johnson, Community Partner Mikyah Wooden | 06/07/2025 |  |  |
| **[G 4] Early Literacy** By spring 2025, we will improve K-5 literacy, with a particular emphasis on early grades literacy.   While we will support literacy improvements across all grade bands, we will focus the majority of our change initiatives on K-2 literacy this year. We believe ensuring a strong foundation in literacy will set our students up for future success. Winridge Elementary' early learners will also 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 proficient readers by the end of grade 3.  By Spring 2025 we will also increase the 2nd grade proficiency rate from 20% Spring 2024 to 25% Spring 2025 on the TN Ready Summative Assessment. **Performance Measure** By May 2025, 85% of KK-2 students will achieve Success criteria relative to the grade by the following:  (a) Kindergarten students must master 80% Literacy Skills per quarter on Report Card grades.  (b) 1st grade students must earn 70 or higher in Reading per quarter on Report Card grades.  (c) 2nd grade students must earn 70 or higher in Reading per quarter on Report Card grades.  For 2024-2025, maintain early grades literacy TVAAS composite at a level 5 and Incorporate interactive activities to teach Prerequisite Skills measured by the Fall, Winter, and Spring District Formative Assessment.   Winridge will provide opportunities for students to access early learning opportunities that appropriately support their academic, social and emotional development and create a continuum of learning through third grade.  Winridge Elementary will increase school level interventions and progressive disciplining supports using the 2024-2025 Response to Intervention and Behavior processes and procedures. Winridge Elementary will also work to decrease the Chronically Absent Rate from 16% in 2023-2024 to 10% in 2024-2025 school year. | | | | | |
| **Strategy** | **Action Step** | **Person Responsible** | **Estimated Completion Date** | **Funding Source** | **Notes** |
| **[S 4.1] Professional Learning** Winridge Elementary 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. **Benchmark Indicator** \*\*· Implementation\*\*  \* Weekly collaborative planning with agenda and minutes \* Monthly professional development agenda and minutes \* Weekly PLC meeting agenda and minutes \* Bi-weekly Instructional Leadership Team (ILT) agenda and minutes \*\*· Effectiveness\*\*  \* Bi-weekly admin meetings will monitor classroom observations and trends within the build based on teacher, content area or grade level that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. \* 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%. \* Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 15%. \* Bi-weekly ILT meetings will result in at least 95% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher. | **[A 4.1.1] Professional Learning** \*\* \*\*The Literacy Laureate and PLC Coach will conduct on-going training opportunities for K-2 educators and SEAs. The training will consist of some of the following lessons:   \* Teachers will gather the materials listed below and store them together in a box   \* Teachers will teach the 5 short-vowel sounds and consonant sounds   \* Teachers will practice two-letter blends   \* Teachers will practice three-letter blends   \* Teachers will teach the twin-consonant endings, plurals, and two-consonant blends   \* Teaches will teach the digraphs (ch, sh, th, wh)   \* Continuous phonics lessons along with decodable readers   \* Blended Learning Phonics Lessons and videos will be conducted which enhance explicit phonics instruction   \* Parents will receive instructional materials to assist their child at home and training will be conducted on how to utilize the resources   \* Instructional Supplies and Technology Equipment will be procured using Title One Funds.   Teachers will start with the simplest sound in a word and then build out from there from patterns to syllables and then the whole word. Students need systematic instruction that guides them through each phonetic and decoding skills using a step-by-step, logical sequence. Teacher's instruction needs to filter, categorize, and prioritize for students daily. | Principal Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Ametria Bobo, Reading Laureate S. Ward,K-2 Teachers | 06/07/2025 |  |  |
| **[S 4.2] Foundational Literacy Laureates** Sade Ward is the Literacy Laureate at Winridge Elementary. Her role is to support all K-2 teachers and SEAs (Specialized Educational Assistants) with implementing high quality foundational literacy instruction and strategies. **Benchmark Indicator** \*\*· Implementation\*\*  \* Monthly collaborative planning agenda and minutes \* Monthly professional development agenda and minutes \* Weekly classroom informal observations with coaching conversations.     \*\*· Effectiveness\*\*  \* Monthly Early literacy classroom observations that will reflect a 15% increase of teachers demonstrating effective implementation of instructional practices. \* 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 15%. \* Monthly collaborative planning meetings will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 15%. | **[A 4.2.1] Foundational Literacy Laureates** \* The PLC Coach will continue to work with the Literacy Laureate to build her coaching capacity   \* The Instructional Support Advisor- Ms. Glover will work with Ms. Ward to enhance her capacity with planning and teaching high quality effective phonics instruction   \* On-going monthly PD opportunities will take place for Sade Ward and she will bring the information back to the K-2 Teachers and redeliver the learning   \* Weekly collaborative planning and deliberate practice sessions facilitated by Literacy Laureate Sade Ward will take place.   \* Sade Ward will enhance her instructional practices and in return help to enhance the instructional practices of all K-2 Teachers   \* Instructional Supplies and Technology Equipment will be procured using Title One Funds.   \*\*Winridge was was removed from the list as a Targeted Support and Improvement School for School year 2021-2022, but we will still address the needs of specific student groups for the 2023-2024 school year. \*\*   In an effort to particularly address our student subgroup : \*\*African American and Students with Disabilities\*\*   Special attention will be given to addressing deficits within the African American student subgroups during these planning times. A large percentage of the African American and SPED students scored in the bottom 5% during the 2018-2019 school year, therefore we will address their needs and it will be addressed with specific phonics instruction for the \*\*2023-2024\*\* school year. Students with Disabilities did make increases in their literacy scores, but in order to maintain an upward trajectory the following strategies will be implemented:    Our Reading Laureate also serves as the RTI Lead, therefore she will ensure students receive explicit phonics instruction aligned to their deficit area. Students will receive 45 minutes of uninterrupted explicit direct instructions with the teacher or a teacher assistant daily.    Reading laureate will conduct weekly meetings with Early Literacy Teachers and Specialized Teacher Assistants. Special Attention will be given to how to serve At Risk students to ensure all students receive equitable learning opportunities and high quality Tier 1 Instruction.   Reading Laureate will conduct monthly training sessions from District provided PD opportunities presented to her for Early Literacy Teachers and Specialized Teacher Assistants.   Early Literacy Advisor will work with the Reading Laureate to ensure she is properly trained to build the capacity of Each Early Literacy Teacher.   Reading Laureate with the assistance of the Digital Learning Ambassador will train Early Literacy Teachers to implement Technology Integration Opportunities to ensure all students have the proper working technology Title One funds will be procured to purchase materials, technological devices, and to maintain the human capital needed to support students with achieving the 3rd Grade Literacy Initiatives.      Reading Laureate will also work with the Leadership Team to secure the best and talented educators. She will ensure they are placed in the Early grades to strategically and intentionally assist all students with receiving a solid and strong foundation in Reading Literature and Informational Text. | Principal Todd Shaffer, Assistant Principal Herronda Harley, PLC Coach Ametria Bobo, Reading Laureate S. Ward, | 06/07/2025 |  |  |