

Southside Elementary Annual Plan (2024 - 2025)

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**[G 1] By spring 2025, we will increase the percentage of students in grades 3-5 scoring proficient on skills-based and standards-based literacy and numeracy assessments.**

Southside Elementary School believes that focusing on supporting literacy and numeracy improvements across all grade bands, deepening teachers' understanding of adopted curricula, and raising student expectations will increase growth in (1) teacher practice, (2) student engagement, (3) student daily work expectations, (4) instructional coherence between tier 1 instruction and supports for all students, and (5) student learning outcomes. Southside Elementary School will deepen school leaders' and teacher leaders' understanding of the instructional visions for literacy and math and support the implementation of adopted high quality instructional materials. School leaders will work with district supervisors to consistently provide feedback based upon Tennessee's Instructional Practice Guides (IPGs). Southside Elementary School will utilize the district-mandated, regular routines and consistent protocols for intellectual prep (unit and lesson preparation) to ensure teachers internalize high-quality lessons before delivering them so that all students are receiving excellent instruction daily.

**Performance Measure**

- \* Achieve a level 3 TVAAS score or higher
- \* Achieve 3 points or higher with the accountability framework by meeting our district AMO targets or absolute performance pathways for all students (success rate) and all student groups (Black/Hispanic/Native American, Economically Disadvantaged, Students with Disabilities, and English Learners)
- \* Increase participation and achievement rates on statewide assessments for Students with Disabilities
- \* Increase the percentage of students who are proficient on TCAP in grades 3-5 by 3% in 2025.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 1.1] Improve instructional coherence between rigorous tier 1 literacy and math instruction and supports for all students</b>                      Southside Elementary School administrators will ensure high-quality instructional materials aligned to the state's rigorous content standards are implemented across all components of a student's academic experience including tier I, RTI, high-dosage, low-ratio tutoring, special education services, English learner services, and summer programming. To improve instructional coherence, monthly collaborative meetings will be held for all stakeholders to 1) collaboratively disaggregate data and track student progress, 2) determine necessary follow-up supports for all students, and 3) identify rich connected text (aligned to adopted HQIM) and instructional strategies that can be utilized in multiple settings to support grade-level</p>	<p><b>[A 1.1.1] Conduct school-level PLCs with a focus on data disaggregation to determine necessary follow-up supports for all students</b>                      Weekly school-level PLCs will be held for key stakeholders (ELA and math tier I teachers, interventionists, tutors, special education teachers, and ELL teachers) to collaboratively disaggregate data, track student progress, and determine necessary follow-up supports for all students across multiple pathways. Data discussed will include results from rigorous common formative assessments developed by ELA and math teachers (administered at least monthly), the district's standards-based benchmark assessments (administered fall and spring), the district's skills-based screeners (administered fall, winter and spring), and the state's standards-based assessment known as TCAP. Refinement to pacing</p>	Carmen Hayes, Daryl Brindley	05/21/2024	Local funds if needed	

<p>instruction and learning acceleration. School leaders will conduct monthly classroom walkthroughs with district supervisors and provide targeted IPG-based feedback to continually increase instructional coherence and ensure adopted curricula are being implemented with fidelity and integrity. Regular opportunities for tier I teachers, interventionists, tutors, special education teachers, and ELL teachers to collaboratively participate in intellectual preparation sessions utilizing HQIM and structured protocols will be provided to ensure coherence across all programs that contribute to a child's literacy and numeracy experience.</p> <p><b>Benchmark Indicator</b></p> <ul style="list-style-type: none"> <li>* Notes from monthly PLC meetings will be submitted to school leaders through a shared Google folder</li> <li>* Notes from monthly PLC meetings will be evaluated by school leaders to ensure stakeholder teams are 1) collaboratively disaggregating data and tracking student progress, 2) determining necessary follow-up supports for all students, and 3) identifying rich connected text (aligned to adopted HQIM) and instructional strategies that can be utilized in multiple settings to support grade-level instruction and learning acceleration</li> <li>* Notes captured from the GCSS PLC Protocol tool will be evaluated by school leaders to ensure teacher teams are effective and focused on improving student learning outcomes during all PLC meetings</li> <li>* Targeted feedback will be provided to teachers monthly through T-Eval (the Project COACH feedback platform) using Tennessee's Instructional Practice Guides</li> <li>* Monthly feedback will focus on teachers' implementation of the district's adopted high-quality instructional material and their effectiveness in meeting the depth and rigor of the state standards and expectations of the state's instructional shifts.</li> </ul>	<p>guides aligned to TCAP assessment blueprints and adopted curricula design will be made as deemed necessary by stakeholder teams. To improve instructional coherence, these collaborative meetings will also focus on identifying rich connected text aligned to the adopted high-quality instructional materials that can be utilized to accelerate student learning towards grade-level content and also target high-leverage instructional strategies that can be implemented across multiple settings to support grade-level instruction and learning acceleration. School leaders will utilize the GCSS PLC Protocol to ensure teacher teams are effective and focused on improving student learning outcomes during all PLC meetings.</p>				
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<p>* Stakeholder teams will submit unit and lesson preparation protocol notes from quarterly/monthly meetings</p> <p>* Intellectual preparation notes will be evaluated by school leaders to ensure stakeholders are collaboratively preparing to deliver rigorous, standards-aligned core instruction using HQIM to students on a daily basis and ensure coherence across all programs that contribute to a child's literacy and numeracy experience.</p> <p>* Monthly progress monitoring results from students participating in high-dosage, low-ratio tutoring will be evaluated by school leaders to ensure progress is being made and high-impact learning experiences are occurring</p> <p>* Quarterly fidelity checks by school leaders will be conducted to gather ongoing information about the effectiveness of provided RTI interventions</p> <p>* Results from summer pre- and post-assessments will be evaluated by school leaders to ensure students are experiencing accelerated growth towards grade-level proficiency</p>					
	<p><b>[A 1.1.2] Conduct classroom walkthroughs and provide targeted feedback utilizing Tennessee's Instructional Practice Guides</b></p> <p>School leaders will conduct at least quarterly classroom walkthroughs utilizing the Instructional Practice Guides (IPGs) as the tool for measuring instructional quality and providing targeted feedback. Teachers will be provided with individualized feedback on their implementation of the district's adopted high-quality instructional material and their effectiveness in meeting the depth and rigor of the state standards and expectations of the state's instructional shifts. Teachers will be provided with IPG-based feedback aligned to the district's shared vision for excellent literacy and numeracy instruction using HQIM within two days of each classroom walkthrough. Leaders will visit tier I ELA and math teachers, interventionists, tutors, special education teachers, and ELL teachers to ensure instructional</p>	<p>Carmen Hayes, Daryl Brindley</p>	<p>05/21/2025</p>	<p>Local funds if needed</p>	

	coherence is occurring across all pathways of student support and ensure adopted curricula are being implemented with fidelity and integrity.				
	<p><b>[A 1.1.3] Schedule regular opportunities for teachers to participate in intellectual preparation sessions utilizing high-quality instructional materials</b></p> <p>School leaders will schedule at least quarterly school-level opportunities for tier I teachers, interventionists, tutors, special education teachers, and ELL teachers to collaboratively participate in the process of unit and lesson internalization/preparation utilizing structured protocols and the district's adopted high-quality instructional materials for ELA and math. Clear and consistent expectations for these intellectual preparation sessions will be established to ensure all stakeholders are collaboratively preparing to deliver rigorous, standards-aligned core instruction to students on a daily basis and ensure coherence across all programs that contribute to a child's literacy and numeracy experience. By leveraging the adopted HQIM, these structures for intellectual preparation at the unit and lesson level will free up teachers' valuable time to focus on how to deliver instruction instead of what instruction to deliver.</p>	Carmen Hayes, Daryl Brindley	05/21/2025	Local as needed	
	<p><b>[A 1.1.4] Implement high-dosage, low-ratio tutoring</b></p> <p>Southside Elementary School will implement the TN ALL Corps research-based model for high dosage, low ratio tutoring for third through fifth grade students. Tutoring sessions will last 30-45 minutes and occur two times per week during the school day. Targeted students will be those who require tutoring as a pathway to fourth or fifth grade or those who have a retention plan. Additional students will be selected based on these criteria: Students who demonstrate learning loss, especially those who perform in the "approaching expectations" category on the most recent TCAP state assessment. If state assessment data is not</p>	Carmen Hayes, Daryl Brindley, Katie Kalentowski, Megan Hammel	04/10/2025	General Fund [\$28000.00]	

	<p>available, the district will identify students who score in the “approaching expectations” category on the district’s most recent standards-based benchmark assessment. Additional before and after school tutoring opportunities following the same model will be offered if funds allow. Tutoring content will focus on reading for an entire semester. Tutoring sessions will focus on reteaching missed or unlearned concepts and connecting those standards-based gaps to grade level content for the purpose of accelerating student learning. At times, tutors will front-load vocabulary or literacy units to give students an advantage with previous exposure to content. Tutors will use the district’s high-quality instructional materials during all tutoring sessions to provide instructional coherence and drive strong outcomes for students. Southside Elementary School will review data from monthly progress monitoring to ensure progress is being made and high-impact learning experiences are occurring. Based upon student performance, content focus for tutoring may change after each semester; however, students will be served for a full academic year</p>				
	<p><b>[A 1.1.5] Implement the RTI process with fidelity</b>  Through the RTI process, Southside Elementary School will ensure high-quality core instruction is provided to all students (tier I), targeted learning acceleration supports are provided to tier II students, and intensive skills-based interventions are provided to tier III students within a continuum of student support that accelerates all students’ learning and access to grade-level academic standards. School administrators, RTI coordinators, interventionists, classroom teachers, and other key stakeholders will collaboratively assess student performance through the administration of the aimswebPlus universal screener three times each year (fall, winter, and spring). Students will be screened in these general areas for literacy (phonological awareness, phonemic awareness, decoding skills, encoding skills, and written</p>	<p>Christina  Kimmerle  Smith, Carmen  Hayes, Daryl  Brindley</p>	<p>05/16/2025</p>	<p>Local Funds   Title Funds</p>	

	<p>expression) and these general areas for math (math concepts, math applications, math computation, fluency, and number sense). Students will be grouped after each universal screening window according to their identified areas of skill-deficits. To determine the most basic skill area deficit and which skill/instructional level a student has mastered, survey level assessments will be administered to all “at-risk” students following fall, winter, and spring benchmarks. School administrators will conduct quarterly fidelity checks to gather ongoing information about the effectiveness of the provided interventions. Follow-up coaching conversations will be held to ensure implemented supports align to tier I core instruction and are effectively closing literacy and numeracy gaps.</p>				
	<p><b>[A 1.1.6] Offer summer programming to best support students’ academic needs through learning loss remediation and learning acceleration</b></p> <p>During summer 2025, Southside Elementary School will offer summer learning camps and STREAM mini-camps and learning loss bridge camps to students in grades rising 4 through 9 to assist with learning loss remediation and accelerate students’ educational growth towards grade-level proficiency. Students served through summer programming will be those who have been identified as “below expectations” or “approaching expectations” on their most recent TCAP assessments and/or those who are considered “at-risk” using other standards-based and skills-based assessments. Those third grade students who are below grade level and have chosen summer camp as their pathway to fourth grade will be given priority. Summer programming will consist of four days per week of in-person instruction for four weeks with seven hours of daily programming (2 hours of math, 2 hours of ELA, 1 hour of intervention, 1 hour of physical activity, and 1 hour of STREAM). The district’s adopted</p>	<p>Carmen Hayes, Camp Site Coordinator (TBD)</p>	<p>06/27/2025</p>	<p>State Funds and Local Funds as Needed</p>	

	<p>high-quality instructional materials will be implemented during summer camps by certified content area teachers to ensure instructional coherence throughout all programs that support students' literacy and numeracy experience.</p>				
<p><b>[S 1.2] Build leader and teacher capacity in literacy and numeracy through on-going support</b>          Southside Elementary School will focus their efforts on training and building the capacity of school leaders, and building-level ELA and math teachers, alongside district leaders, to implement the HQIM with fidelity and integrity. School leaders will provide on-going, job-embedded support to ELA and math teachers as they implement the adopted curricula, with a focus on best practices for literacy and numeracy instruction and building teacher capacity to understand how to translate materials into effective classroom practice. Job-embedded professional development and collaborative planning time will be provided for ELA and math teachers to improve their instructional rigor and knowledge of the Tennessee academic standards. School leaders and teacher leaders will continue to deepen their understanding of the district's adopted ELA and math curriculum and provide teachers with sustained support, development, and targeted feedback aligned with the district's vision for literacy and numeracy.</p> <p><b>Benchmark Indicator</b>          * Increased number of teachers who meet core actions outlined in the Tennessee Instructional Practice Guides during instructional walkthroughs utilizing the IPG as a tool for feedback (once per quarter)          * Improved quality of feedback from administrators to teachers, as evidenced by Project COACH observations and feedback conversations.          * Evidence of school-leaders' and implementation team members' capacity to participate in professional learning opportunities, gain new</p>	<p><b>[A 1.2.1] Conduct quarterly collaborative learning walks for both literacy and math using the Tennessee Instructional Practice Guides</b>          School leaders will conduct collaborative learning walks for both literacy and math using the Tennessee Instructional Practice Guides (IPG). These walks will be scheduled once per semester to norm leader expectations for high-quality instruction and provide high-leverage feedback to teachers grounded in best practices from the IPGs. Explicit feedback will be discussed with observed teachers, and trends will be collected and noted to guide future professional development opportunities.</p>	<p>Carmen Hayes, Daryl Brindley, Math Teacher Leader          Jennifer Gaines, ELA Teacher Leader          Candace Garland</p>	<p>05/21/2025</p>	<p>Title II Funds          Local Funds</p>	

<p>knowledge of effective literacy instruction, redeliver the content to ELA and math teachers, and facilitate follow-up conversations around the content (at a minimum of quarterly) observed by school leaders during building walkthroughs (quarterly)</p> <p>* Improvement in English Language Arts and math MVP Benchmark Assessment scores (given two times throughout the year), as well as other forms of formative assessments (monthly grade-level common formative assessments, three-times per year aimswebPlus benchmark assessments, and progress monitoring data collected every 4.5 weeks</p>					
	<p><b>[A 1.2.2] Provide targeted literacy and numeracy support</b></p> <p>Southside Elementary School administrators, along with district supervisors, will provide on-going job-embedded professional learning and coaching supports to ELA and math teachers around the adopted high quality instructional materials and effective implementation strategies of the curricula. Support will be provided to all English Language Arts and math teachers in high-quality standards-aligned instruction, with additional targeted support to those teachers who have two or more years of below average TVAAS growth scores, as well as new educators and others based upon specific needs. At the beginning of the school year, an action plan and/or Performance Improvement Plan (PIP) will be put into place that consists of goals, strategies, next steps (including professional development), and follow-up coaching supports for ineffective or new ELA or math teachers. These teachers will receive on-going coaching and mentoring by an administrator, a curriculum supervisor, and/or a building-level teacher leader. Administrators will ensure the implementation of high quality instructional materials with integrity and fidelity and provide all English Language Arts and math teachers with professional development and additional coaching supports on effective implementation during</p>	<p>Carmen Hayes, Daryl Brindley</p>	<p>05/21/2025</p>	<p>Title II Local Funds</p>	



	post-observation feedback conversations, twice monthly PLC meetings, monthly faculty meetings, and quarterly district-wide professional development days.				
	<p><b>[A 1.2.3] Utilize ELA and math Teacher Leaders</b></p> <p>School-level teacher leaders will support English Language Arts and math teachers in high-quality standards-aligned literacy instruction utilizing the adopted high-quality curricula through modeling research-based best practices at the school level as indicated by the teacher leader plan (developed collaboratively with teacher leaders and administrators.) School leaders will build the capacity of teachers to effectively implement high quality instructional materials with fidelity and integrity through targeted professional development opportunities (during monthly faculty meetings, quarterly district-wide PD in the PM sessions, after-school offerings, weekly job-embedded professional learning within classrooms, weekly PLC meetings, scheduled district-wide in-service dates, and other times/methods as needed). ELA and math teacher leaders will provide on-going job-embedded coaching support as a follow-up from instructional walkthroughs using the TN Instructional Practice Guide</p>	Carmen Hayes, Daryl Brindley	05/21/2025	Title II  Differentiated Day	
<p><b>[G 2] By spring 2025, we will improve non-academic indicators that impact student readiness.</b></p> <p>Southside Elementary School believes if we focus on supporting student readiness, we will see a decrease in (1) chronic absenteeism, (2) discipline referrals, and (3) the number of counseling and/or service provider referrals.</p> <p><b>Performance Measure</b></p> <p>Decrease the chronic absenteeism rate from 15.7% to 12.7% in 2025</p> <p>Decrease the percentage of out of school suspensions by 3% in 2025</p> <p>Increase the number of mental health referrals by 3%</p>					
<b>Strategy</b>	<b>Action Step</b>	<b>Person Responsible</b>	<b>Estimated Completion Date</b>	<b>Funding Source</b>	<b>Notes</b>

<p><b>[S 2.1] Improve school culture</b> For the 2024-2025 school year, Southside Elementary School will enhance its school culture. As a result of an enhanced school culture, a decrease in the chronic absenteeism rate and a reduction in out-of-school suspensions is anticipated.</p> <p><b>Benchmark Indicator</b> Southside Elementary School administrators will check attendance bi-weekly and have internal truancy meetings following district procedures.</p> <p>Southside Elementary School administrators and staff will analyze out of school suspension numbers twice a year.</p> <p>Southside Elementary School administrators and school counselor will analyze Health Connect referrals twice a year.</p>	<p><b>[A 2.1.1] Implement truancy procedures with fidelity</b> Southside Elementary School will be diligent in implementing the district truancy procedures. Letters will be sent to parents by the school after three unexcused absences and by the district after five unexcused absences. Internal truancy meetings will be held when the student has five unexcused absences. Manifestation determination meetings will be held for students with disabilities during the internal truancy meeting. After seven unexcused absences, a referral to the External Truancy Board will be made.</p>	<p>Daryl Brindley, Carmen Hayes</p>	<p>05/23/2025</p>	<p>Local funds as needed</p>	
	<p><b>[A 2.1.2] Develop attendance incentives</b> School administrators will develop attendance incentives in an effort to decrease the percentage of students identified as chronically out of school.</p>	<p>Daryl Brindley, Carmen Hayes</p>	<p>05/21/2025</p>	<p>Local funds as needed</p>	
	<p><b>[A 2.1.3] Communicate attendance information to parents</b> School administrators will communicate informational public service announcements to parents regarding regular school attendance, at least monthly. These will be communicated in a variety of ways, including: School Status messages, Facebook announcements, newsletters, and handouts home. In addition, parents will receive quarterly updates about their individual child's absences, including the percentage of days missed.</p>	<p>Daryl Brindley</p>	<p>05/21/2025</p>	<p>Local funds as needed</p>	
	<p><b>[A 2.1.4] Track out of school suspensions</b> School administrators will review district-created bi-annual reports tracking the number of out of school suspensions with district staff.</p>	<p>Carmen Hayes, Daryl Brindley</p>	<p>05/21/2025</p>	<p>Local funds as needed</p>	

	<p><b>[A 2.1.5] Review code of conduct and student handbook</b>  School administrators will annually review the code of conduct and student handbook with district staff to ensure clear, consistent, and fair discipline policies exist.</p>	Carmen Hayes	05/23/2025	Local funds as needed	
	<p><b>[A 2.1.6] Communicate positive office referrals</b>  In an effort to share positive news with families, administrators will utilize a positive office referral system. Any adult can refer a student for a positive behavior using a referral form. Administrators will announce the student's name and read the referral on the morning announcements. Following the announcements, students will come to the office for a picture and small treat. Pictures will be sent to parents via School Status to share the positive news regarding their child. Positive office referrals can showcase kindness, good citizenship, academic achievement, or other accomplishments. Because there are few parameters, all students are eligible to be recognized. By sending home positive news, especially to families who may not often receive it, connections are made between school and home thus positively impacting the student.</p>	Carmen Hayes, Daryl Brindley	05/21/2025	Local funds as needed	
<p><b>[S 2.2] Increase mental health support</b>  For the 2024-2025 school year, Southside Elementary School will utilize the district-provided mental health opportunities and services to better meet the mental health needs of our students. The increase in awareness is expected to increase the number of counseling and/or service provider referrals.</p> <p><b>Benchmark Indicator</b>  Southside Elementary School administrators will conduct quarterly meetings with a local mental health provider and the district social worker. The meetings are focused on following up with previous referrals, and analyzing new referrals.</p>	<p><b>[A 2.2.1] Partner with local and regional mental health agencies</b>  Southside Elementary School will partner with external mental health agencies to provide support to students. . Health Connect services are available at Southside for in school therapy for students. Students will be referred, and when parent permission is granted, the therapist will be provided with space and time to meet with students. A district social worker is always employed to be a resource for students and families.</p>	Carmen Hayes, Daryl Brindley, Hannah Tomerlin	05/21/2025	Local funds as needed	

	<p><b>[A 2.2.2] Provide mental health professional development</b></p> <p>Southside Elementary School's counselor, SRO and nurse will participate in district-provided mental health professional development at least once per semester. Specifically, Youth Mental Health First Aid Training will be offered during the first semester. A mental health training video for instructional staff will also be provided by the district. Southside teachers and administrators will participate in this training as it is made available.</p>	<p>Carmen Hayes, Hannah Tomerlin, Malori Vickers, Reagan Jett</p>	<p>05/09/2025</p>	<p>Local Funds as Needed</p>	
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