Idlewild Elementary Annual Plan (2025 - 2026)

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[G 1] Reading/Language Arts
By Spring 2026, through the implementation of a standards align core curriculum in each ELA classroom, students will receive a high quality and equable 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 supports 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
Idlewild ES will increase 3-5 on track and mastery percentages from 67.6% in 2023-2024 to 72.4% in 2025-2026.

Performance will be measured using the following tools:

District Formative Assessments

TNReady/TCAP Assessment

IReady Diagnostic (Fall, Winter, Spring)

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Standard Aligned Core Instruction Provide daily access to a rigorous reading/language arts curriculum that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. **Benchmark Indicator** **Benchmark Indicator** Implementation * Daily use of District Created Lesson Plans with class specific annotations * Quarterly Student work samples * Daily exit tickets	**[A 1.1.1] PLC Collaborative Planning** All teachers will participate in collaborative planning once a week. Both as a grade level team and vertically across grades, they will interpret and unpack standards. Teachers will use the resources to determine what students need to know and show in each lesson, anticipate student misconceptions and practice implementing instruction that is engaging and impactful. Teachers will create action plans using formative and summative assessment data.	Grade Level Teachers, Joanna Byrnes, William Shuman, Kiersten Schnacke	05/22/2026		

Effectiveness: * 100% of the teachers at Idlewild will read and annotate District created lesson plans each week * 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 1.1.2] Common Formative Assessments Teachers in grades K-5 will work together, both vertically and horizontally, to create and implement school-wide common assessments in Reading using IReady and the necessary technology . School-wide common assessments will be standards-aligned and will be administered at the end of each Wonders Unit of Study.	Grade Level Teachers, Joanna Byrnes(PLC Coach), Kiersten Schnacke(principal), William Shuman (Vice Principal)	05/29/2026		
	[A 1.1.3] Literacy Rich Environment Idlewild's PLC Coach will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build reading fluency, accuracy and comprehension across all content areas	Joanna Byrnes, PLC Coach	05/22/2026		
	[A 1.1.4] Supporting the Learning Environment Idlewild will secure supplies, materials, equipment, and resources to support ELA academic success.	Joanna Byrnes, Kiersten Schnacke, William Shuman	08/22/2026	Title One Funds [$10000.00]	
[S 1.2] Professional Development Provide professional development for teachers, administrators, instructional leaders 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. **Benchmark Indicator**	**[A 1.2.1] Literacy Based Professional Development** Teachers who have demonstrated effective High Impact Literacy Strategies will be encouraged to provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build reading fluency, accuracy, and comprehension across all content areas using the Gradual Release of Responsibility. Teachers who present in PD	Teachers, Joanna Byrnes, William Shuman, Kiersten Schnacke, ILT members	05/22/2026	Title Funds [$200.00]	

Implementation * Grade level weekly collaborative planning agenda and minutes * Weekly PLC meeting agenda and minutes Effectiveness: * Weekly collaborative planning and PLC meetings will result in 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.	session will receive a stipend for planning and presenting at the school level.				
	[A 1.2.2] New Teacher Mentor Our New Teacher Mentors will provide guidance and collegial support to assist new teachers at Idlewild in learning curriculum, building best practices, and understanding the routines/procedures of the building that will strategically build capacity to serve all students within their classrooms.	Trisha Bone, Idlewild New Teacher Mentor	05/22/2026	District Funded [$2000.00]	
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** Implementation * Daily use of District Created Lesson Plans with class specific annotations * Quarterly Student work samples * Daily exit tickets Effectiveness:	**[A 1.3.1] Academic Intervention** The school schedule includes a designated time for Response To Intervention each day for 30-45 minutes in each grade level (Kindergarten through 5). We will use Specialized Educational Assistants(SEA) in grades Kindergarten through 2 to help provide more targeted instruction. In grades 3-5, Educational Assistants and an Interventionist will be utilized to deliver targeted interventions. In addition, iReady will be used for tier 2 and 3 intervention.	Robin Hargett, Interventionist Classroom teachers, SEAs	05/22/2026	site based	

* 100% of the teachers at Idlewild will read and annotate District created lesson plans each week * 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 1.3.2] Provide Tutoring for Students who struggle in ELA Community volunteers will tutor struggling students in reading and writing during the school day.	Robin Hargett, Interventionist	05/22/2026		
[S 1.4] K-2 Foundational Literacy 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 or reading to support the development of K-2 students reading skill set. **Benchmark Indicator** Implementation * Daily use of District Created Lesson Plans with class specific annotations * Quarterly Student work samples * Daily exit tickets Effectiveness: * 100% of the teachers at Idlewild will read and annotate District created lesson plans each week * Quarterly review of student work samples will show students' mastery of standards at 80% or higher	**[A 1.4.1] Early Literacy Collaboration** Teachers in grades K-2 will participate in collaborative vertical planning monthly. Teachers will interpret and unpack standards. Teachers will use the resources to determine what students need to know and show in each lesson, anticipate student misconceptions and practice implementing instruction that is engaging and impactful. Teachers will create action plans using formative and summative assessment data. Teachers will also complete a cycle of peer observations in order to gain to constructive feedback, foster a collaborative learning community and promote reflective practice to improve teaching quality and student outcomes.	Joanna Byrnes, Kiersten Schnacke, William Shuman,	09/24/2025		
	[A 1.4.2] Foundational Literacy Based Professional Development Teachers who have demonstrated effective Literacy strategies will be encouraged to provide professional development to assist teachers in	Joanna Byrnes, William Shuman,	05/29/2026	Title One, PTO	

	planning and delivering engaging learning experiences that strategically build reading fluency, accuracy, and comprehension across all content areas. Teacher presenters may receive a stipend for planning and presenting at the school level. Teachers will have the opportunity to attend ALL Memphis training in Foundational Literacy and the Science of Reading.	Kiersten Schnacke			
	[A 1.4.3] Utilization of Specialized Education Assisstants Specialized Educational Assisstants are designated to support K-2 teachers with implementing high quality foundational literacy instruction and strategies.	WIlliam Shuman, Kiersten Schnacke	05/29/2026		

[G 2] Mathematics
By Spring 2026, through the implementation of a standards align core curriculum in each mathematics classroom students will receive a high quality and equable education. Teachers and school leaders, through a comprehensive professional development program will build their pedagogy in mathematic 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.

Performance Measure
Idlewild ES will increase on track and mastery percentages from 62.2% in 2024 to 64.2% in 2026.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady/TCAP Assessment

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.	**[A 2.1.1] Weekly Collaborative Planning** All teachers will participate in collaborative planning once a week. Both as a grade level team and vertically across grades, they will interpret and unpack standards using the 4 Instructional Practices, Unit Planning Guides, and STEAM principles. Teachers will use the resources to determine objectives, vocabulary, what students need to know and show in each lesson, anticipate student misconceptions and practice implementing	Joanna Byrnes, William Shuman, Kiersten Schnacke	05/22/2026	site based	

Benchmark Indicator Implementation * Daily use of District Created Lesson Plans with class specific annotations * Quarterly Student work samples * Daily exit tickets Effectiveness: * 100% of the teachers at Idlewild will read and annotate District created lesson plans each week * 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	instruction that is engaging and impactful. Teachers will create action plans using formative and summative assessment data.				
	[A 2.1.2] Standards Aligned Assessments Teachers in grades K-5 will work together, both vertically and horizontally, to create and implement school-wide common assessments in Mathematics using Envision. School-wide common assessments will be standards-aligned and will be administered three times per year.	Joanna Byrnes, Kiersten Schnacke, William Shuman, Becky Taylor	05/22/2026	District ILT Stipend [$1000.00]	
	[A 2.1.3] Supporting Learning Environment Idlewild will secure supplies, materials, equipment and resources to support Math academic success.	oanna Byrnes, Kiersten Schnacke, William Shuman	05/22/2026	Title One Funds [$1000.00]	
[S 2.2] Professional Development Provide ongoing, high quality professional development at the District and school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. **Benchmark Indicator** Implementation	**[A 2.2.1] Professional Development** Idlewild's ILT, PLC coach, and teacher leaders will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build math proficiency across all grade levels. Additionally, teachers will receive PD for planning and implementing differentiated lessons and small groups. The ILT will identify teachers who are able to to lead PD sessions based on their areas of expertise and teacher needs, according to data	Joanna Byrnes, ILT, Kiersten Schnacke, William Shuman	05/22/2026	Title One Funds [$200.00]	

* Grade level weekly collaborative planning * Weekly PLC meeting agenda and minutes Effectiveness: * Weekly collaborative planning and PLC meetings will result in 10% increase in the percentage of teachers demonstrating effective implementation of the curriculum, resulting in students scoring 80% or higher on daily tasks.	sources. Teachers leaders could be paid a stipend for planing and presenting during afternoon professional development at the school level.				
	[A 2.2.2] Differentiation for Gifted Students Idlewild will provide professional development for teachers centered around differentiated instruction for Gifted Learners. This PD will address learning gaps,scaffolding and differentiating Math instruction in a way that will move learners beyond their initial understanding.Teacher leaders will be paid a stipend for planning and presenting during PD sessions.	LT, Joanna Byrnes, Kiersten Schnacke, William Shuman	05/22/2026	Title One Funds [$200.00]	
	[A 2.2.3] New Teacher Mentor Our New Teacher Mentors will provide guidance and collegial support to assist new teachers at Idlewild in learning curriculum, building best practices, and understanding the routines/procedures of the building that will strategically build capacity to serve all students within their classrooms.	Trisha Bone	05/22/2026	District Funded [$2000.00]	
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator**	**[A 2.3.1] Daily Academic Interventions** The school schedule includes a designated time for Response To Intervention each day for 30-45 minutes in each grade level (Kindergarten through 5). We will use Specialized Literacy Assistants in grades Kindergarten through 2 to help provide more targeted instruction. In grades 3-5, Educational Assistants and Interventionists will be utilized to deliver targeted interventions. In addition, iReady will be used for tier 2 and 3 intervention	Robin Hargett, Interventionist Classroom teachers, Specialized Educational Assistants	05/22/2026		

* Monthly progress monitoring data * Monthly data meeting agenda and minutes Effectiveness: * Monthy data team meetings will reflect at least 20% of students receiving RTI2 intervention will be able to exit RTI2 intervention					
	[A 2.3.2] Supporting the Learning Environment Idlewild will secure supplies, materials, equipment, and resources to support Math academic success.	Joanna Byrnes, Kiersten Schnacke, William Shuman	05/22/2026	Title One Funs [$1000.00]	

[G 3] Safe and Healthy Students
By Spring 2026, we will foster a safe and healthy student-focused learning environment and improve students' attendance and behavior through the implementation of attendance and behavioral interventions and supports, continued professional development grounded in instructional best practices, and stakeholder engagement activities and resources.Newberry will maintain a 80% or higher progressive discipline rate (i.e., supports and interventions) among our overall disciplinary incidents (i.e, office referrals/other documented supports).

Performance Measure
Idlewild will maintain a <2% progressive discipline rate.

Idlewild will decrease the chronically absent rate of 7.5% in school year 2024-2025 to 7.0% by May 22, 2026

Idlewild will maintain a 0% suspension rate for the 25-26SY.

Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Share Point
* 20 Day Attendance Reports

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	**[A 3.1.1] RTI2B Support System** Teachers will use ClassDojo to support a culture positive behavior by incentivizing students to	Haley Rust School Counselor,	05/22/2026		

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 reports 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.	demonstrate desired behaviors outlined by the Eagle Way (SOAR).Each student will have the opportunity to earn visits to the class Treasure Box when they demonstrate the desired behaviors. Teachers will also implement individual rewards and incentives in their classes. S= Safe O=Organized A= Accountable R=Respectful	Frank Collins School Counselor, RTI2B Team			
	[A 3.1.2] Identification and Tracking of Chronically Absent Students Data will then be cross-referenced with PowerBI data to specifically identify student subgroups. School Counselors will utilize the Districts' 20 day attendance report to verify chronically absent students or students at risk of becoming chronically absent. Attendance reports will be sent home acknowledging which category the student has been placed based on attendance: Gold, Silver, or Bronze. Idlewild School Administration and teachers will proactively make phone calls, or contact families through DoJo when students are absent for more than 3 days.	Frank Collins, Haley Rust, Kiersten Schnacke, William Shuman, Joanna Byrnes	05/22/2026		
	[A 3.1.3] Gradebook Audits The administrative team and ILT team will work to identify students who are chronically absent and within the ED subgroup that are missing assignments and have a grade averages of 75 or below. More targeted academic Interventions will be provided for students that have been identified in the ED subgroup, chronically absent, and failing in one or more content areas.	William Shuman, Kiersten Schnacke, Haley Rust, Frank Collins, Joanna Byrnes, ILT	05/22/2026		

		Team members			
[S 3.2] Professional Development 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. **Benchmark Indicator** Implementation * Monthly RTI2-B data meeting minutes * Monthly SART and SARB meeting minutes Effectiveness * 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] RTI2B** All faculty and staff will engage in ongoing professional development to understand and implement all components of Response To Intervention for Behavior (RTI2-B) with fidelity (i.e. behavior flow charts, school-wide incentives, shared lesson plans for school-wide routines and procedures, relationship-building). The RTI2-B team will support the teachers throughout the year in implementation. Teachers will also receive PD centered around Social and Emotional Learning. School Counselors and Teacher Leaders will be paid a stipend for planning and presenting at the school level.	Haley Rust, RTI2B Team	05/22/2026	Title One Funds [$200.00]	
[S 3.3] Parent, Family, and Community Engagement Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior **Benchmark Indicator** Implementation * Quarterly parent surveys * Quarterly parent meeting minutes * Semesterly parent-teacher conference sign-in sheets/minutes Effectiveness * Quarterly parent surveys will result in at least 2 additional family engagement and involvement meetings/events that were requested based on feedback and trends.	**[A 3.3.1] Family Engagement** In order to build a strong partnership between home, community and school, Idlewild Elementary School will: · Convene an annual Back To School Night where parents (all parents invited) are familiarized with the curriculum, forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, provided with communication tools and pathways and are invited to volunteer in a variety of ways. · Convene at least two Title I meetings (morning and evening) which inform the parents about the school's Title I participation, explain the requirements of Title I, and the right of the parent to be involved in the school. · Hold timely (flexibly scheduled) regular meetings	Haley King, Franklin Collins, Joanna Byrnes, Kiersten Schnacke, William Shuman	05/22/2026	Title One Funds [$1500.00]	

* Quarterly parent meetings will result in at least 2 additional PD opportunities and/or trainings. * Semesterly parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.	to provide information, parent training, opportunities to participate in decision-making, and allow parents to provide suggestions about the students' education and the family engagement plan. · Hold at least two scheduled Parent Teacher Conferences at which the progress of the student will be discussed and explained, as well as the expectations for the grade level, school, curriculum, academic assessment, state's academic content and achievement standards, compact, and any other concerns that the teacher or parent may have. · Maintain school website, regular newsletters, and outside marquee which inform parents about upcoming activities and programs. · Develop a School/Parent/Student Compact (designed by parents and school staff) that outlines how parents, school staff and students share the responsibility for improvement in learning. · Hold a minimum of two meetings during the school year during which parents will have an opportunity to help review, plan, and make suggestions to improve the Title I program, Family Engagement Plan and the Parent/School/Student Compact. · Distribute a survey for all parents of participating students to express opinions about the current Title I program, list ideas, provide suggestions for improvement and topics for parent training. · Parents and community leaders are always welcome at Idlewild Elementary. Every effort will be made to communicate with parents in an understandable format and language. We encourage parents to regularly visit and take an active role in school planning and school improvement. Title I funds may be utilized to pay				

	for any reasonable and necessary expenses. By making suggestions to improve our school and by working together, we can make a difference at Idlewild Elementary.				