Cordova 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
Cordova Elementary School will increase TNReady ELA Meeting Plus Exceeding proficiency rates in *grades 3-5* from 32.6% in 2024 to 35.4% in 2025; *grade 3* will increase ELA , meeting plus exceeding proficiency rates from 32.2% in 2024 to 36.5% in 2025; *grade 4* will increase ELA meeting plus exceeding proficiency rates from 34.6% in 2024 to 38.7% in 2025; and *grade 5* will increase ELA meeeting plus exceeding proficiency rates from 31.2% in 2024 to 35.4% in 2025.

Cordova Elementary School *Black/Hispanic/Native American Subgroup* will increase TNReady ELA meeting plus exceeding proficiency rates in grades 3-5 from 28.9% in 2024 to 36.3% in 2025; *Economically Disadvantaged Subgroup* will not decrease TNReady ELA meeting plus exceeding proficiency rates in grades 3-5 from 37.6% in 2024 to 35.4% in 2025; *English Learners Subgroup* will increase TNReady ELA meeting plus exceeding proficiency rates in grades 3-5 from 12.2% in 2024 to 21.9% in 2025; and *Students with Disabilities Subgroup* will increase TNReady ELA meeting plus exceeding proficiency rates in grades 3-5 from 10.5% in 2024 to 21.1% in 2025

Performance will be measured using the following tools:

TNReady Assessment

District Formative Assessment (Performance Matters)

iReady

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.	**[A 1.1.1] Implementation of Effective Literacy Shift** CES will utilize MSCS informal observation tool to monitor effective delivery of standards aligned instruction	CES teacher, Tonya Miller, Sheena Robinson, Keisha Gunter, Michelle Elmore Lake, Valencia	05/21/2026		

School level data shows the following for Fall 2024 Mastery Connect overall data results show overall 36.3% met plus exceeded in ELA. For Winter 2024 Mastery Connect results show overall 35.4% met plus exceeded in ELA. **Benchmark Indicator** **Benchmark Indicator** 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the grade-level core instructional standards. Weekly classroom observations indicate that at least 75% of classrooms observed implement TN standards-aligned instruction **Implementation.** o Weekly Informal Observation Tool and rubric o Monthly Data Team Minutes o Weekly lesson plans/PowerPoints o Quarterly student work samples o Daily exit tickets o Deliberate practice sessions **Effectiveness** o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. o Monthly data team minutes will show at least 80% of students tested will meet or exceed expectations on assessments with a score of 80%		Sykes, Tracy Benson			

or higher. Team minutes will also show at least 80% of students making progress through the use of the school-wide intervention block. o 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. o Quarterly review of student work samples will show students' mastery of standards at 80% or higher. o Daily exit tickets will reflect at least 90% of students scoring 80% or higher.					
	[A 1.1.2] Improving Student Achievement and Growth Secure supplies, materials, equipment, and resources to support reading academic growth and achievement.	Tonya Miller, Michelle Elmore Lake	02/27/2026		
	[A 1.1.3] Alignment of Classroom Observation and Feedback Utilize formal (TEM rubric) and informal (MSCS observation tools) observation processes to provide regular feedback to teachers to ensure ELA instruction is aligned to the TN State Standards and that evidenced based strategies are used to address varying student needs.	Tonya Miller, Sheena Robinson, Keisha Gunter, Michelle Elmore Lake, Valencia Sykes, Tracy Benson	05/08/2026		
	[A 1.1.4] Focus on Early Learning Strengthen early literacy proficiency by focusing on early foundational skills. This will be accomplished by identifying one K-2 teacher leader to serve as the CES literacy expert, and by providing on-going professional development for educators on early foundational skills.	Tonya Miller, Sheena Robinson, Keisha Gunter, Michelle Elmore Lake, Tracy Benson, Valencia Sykes	05/22/2026		
	[A 1.1.5] Differentiated Learning Opportunities CES will support ELA academic success through differentiated professional development for ELL,	Tonya Miller, Sheena Robinson,	05/22/2026		

	SPED, and Gen Ed ELA teachers that focus on building students' foundational skills and addressing grade level standards.	Keisha Gunter, Michelle Elmore Lake, Tracy Benson, Valencia Sykes, CES teachers			
	[A 1.1.6] Uninterrupted Reading Block Each classroom teacher will involve all students in K-5 in an uninterrupted literacy block in Tier I Reading. Daily reading instruction will include small group instruction and learning stations.	Tonya Miller, Valencia Sykes, Michelle Elmore Lake, K-2 Literacy Expert	05/22/2026		
	[A 1.1.7] Improving Student Achievement Through PLCs PLC Teams will utilize weekly data to guide re-teaching, differentiated instruction and interventions for reading/language arts addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement. ESL and SPED teachers will attend weekly PLC meetings to collaborate on data.	CES Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Valencia Sykes, Tracy Benson, Keisha Gunter	05/22/2026		
	[A 1.1.8] PLC Coach Assistance PLC Coach will assist in Reading/ELA planning to support Early Literacy initiatives to help identify at risk students to provide materials and professional development to increase Reading Scores.	Michelle Elmore Lake	05/22/2026		
	[A 1.1.9] Family Literacy Activities Parents and students will participate in Family Reading Night and a morning parent training session. Reading activities will be planned for students in every grade K-5 for parents and students to participate together to strength the literacy instruction. The daytime session will provides strategies and ideas on how to assist students at home.	CES Classroom Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Tracy Benson, Valencia	05/22/2026		

		Sykes, Keisha Gunter			
	[A 1.1.10] Integration of Technology All Reading teachers will create weekly academically challenging, effective learning environments through the use of blended learning stations. Technology may be used during the literacy stations including the use of Smart Boards, document cameras, projectors, and literacy activities.	CES Classroom Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Tracy Benson, Valencia Sykes, Keisha Gunter	05/22/2026		
	[A 1.1.11] Monitor and Ensure ESL Student Progress Utilize ELLevation and ESL Walkthrough tool to provide regular feedback to teachers to ensure ESL students are progressing	Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Kiesha Gunter, ESL Teachers, CES Teachers	05/22/2026		
[S 1.2] Professional Development Provide professional development locally or at national conferences for teachers, administrators, and paraprofessionals on how to articulate the instructional practice shifts that will improve teachers' pedagogy of the content, master of standard look fors for a language & print rich environment, students' skill set, and students' proficient reading level of grade supported texts. Teachers will participate in peer observations with master teachers that are proficient with helping students meet the demands of the standards while being engaged with the content. Professional development will also be provided to teach the art of writing. Possible conferences include Get Your Teach On, Tennessee Principal's Association Conference, Teaching Generation AI-Z, Innovative Schools Summit, Science of Learning, etc.	**[A 1.2.1] High Quality, Continuous Professional Development Sessions** Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices (including implementing Common Core State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and, modeling effective intervention strategies.	CES Teachers, Michelle Elmore Lake, , Lissette Perry, Tina Butler, Tracy Benson, Valencia Sykes, Keisha Gunter	05/22/2026		

Benchmark Indicator *Implementation o Weekly collaborative planning agenda and minutes o Monthly professional development agenda and minutes o Weekly PLC meeting agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes o Monthly mentoring for new teachers and/or new to content **Effectiveness** o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. o Monthly professional development & mentoring 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%. o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. o 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 1.2.2] Use of Instructional Leadership Team Use Instructional Leadership including ILT ELA Leads, SPED Lead Teacher, ESL Lead Teacher, and PLC Coach to provide direct support to	Tonya Miller, Admin Team	05/22/2026		

	teachers to improve reading instructional practices in classrooms and across relevant content areas.				
	[A 1.2.3] Parent Training -Literacy Provide literacy trainings to empower parents to promote literacy at home, as well as help parents learn teaching strategies that can help their child succeed in school.	CES Teachers, Tonya Miller Sheena Robinson, Michelle Elmore Lake, Valencia Sykes, ILT Team Members	05/22/2026		
	[A 1.2.4] New Teacher Mentor CES will support ELA academic success through the development and implementation of a targeted support mentor program for new teachers to CES. On-going monthly new teacher training will focus on proven instructional strategies, behavior management, effective routines and procedures, teacher reflection, and observation of master teachers.	Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Valencia Sykes	05/22/2026		
	[A 1.2.5] PLC Teams Utilizing Data PLC Teams will utilize weekly data to guide re-teaching, differentiated instruction and interventions for reading/language arts addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement. ESL and SPED teachers will attend PLC meetings to collaborate on data. Copiers will be used to make copies of data and benchmark materials.	CES Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Tracy Benson, Valencia Sykes, Keisha Gunter	05/22/2026		
	[A 1.2.6] Inclusion Professional Development SPED and ESL Co-Teachers will attend district and/or state offerings alongside of their regular education co- teacher	Tina Butler, Lissette Perry, Sonja Moore, Sarah Perpener	05/22/2026		
[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace,	**[A 1.3.1] Response to Intervention - RTI** Identification of Tier II and Tier III students by utilizing Universal Screener assessments. Students scoring below the 10th percentile on either	CES Teachers, Tonya Miller, Sheena Robinson,	05/22/2026		

and various instructional approaches designed to meet the needs of specific learners to improve student achievement. **Benchmark Indicator** **Implementation** o Monthly progress monitoring data o Monthly data meeting agenda and minutes o Quarterly benchmark assessment data o Weekly fidelity checks o Weekly iReady reports **Effectiveness** o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. o 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. o Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.	assessment shall receive follow-up benchmark assessments to assist in determining the appropriateness of a tiered intervention. Implementation monitoring is ongoing. ESL student requiring additional language support will receive English language development intervention during scheduled RTI.	Michelle Elmore Lake, Tracy Benson, Valencia Sykes, Keisha Gunter			
	[A 1.3.2] Personalized Literacy Supports Provide targeted enrichment and support for students using District-provided online intervention	CES Teachers, Michelle Elmore Lake,	05/22/2026		

	tools (IReady), differentiated instruction and classes with fidelity.	Tracy Benson, Valencia Sykes			
	[A 1.3.3] Extended Learning Provide extended learning opportunities students to support ELA academic success.	Tonya Miller, Michelle Elmore Lake, Valencia Sykes	05/22/2026		
	[A 1.3.4] Parent and Community Partner Plan Create and implement a plan for parent and community partners to support and promote literacy.	Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Thelma Doss, Jazzme Jackson, Valencia Sykes	05/22/2026		
	[A 1.3.5] ELA Homework -Reading Fluency Focus Create and implement a homework policy plan for kindergarten through fifth grade with a focus on reading literacy, high frequency words, and vocabulary.	CES Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Tracy Benson, Valencia Sykes, Keisha Gunter	05/22/2026		
	[A 1.3.6] Attending High Quality Professional Development Teachers and administrators will participate in local, state and national conferences and trainings based on the academic and social needs of the students of Cordova Elementary School to increase their professional knowledge to become more effective teachers and administrators. Teacher and administrators will learn a variety of strategies and techniques to use in the classrooms to enhance the curriculum and increase student achievement. Teachers and administrations will return after the PD and provide ongoing, research-based professional development for teachers and staff through various activities including modeling	CES Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Tracy Benson, Valencia Sykes, Keisha Gunter	05/22/2026		

	effective instructional practices (including State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.				
	[A 1.3.7] Strategies for the English Language Learner ESL Teachers will provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices (including implementing Common Core State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers and modeling effective intervention strategies. PD will be for all staff and will be ongoing through PLCs	Lissette Perry, Sarah Perpener, Sonja Moore	05/22/2026		
[S 1.4] Early 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 of reading to support the development of K-2 students reading skill set. **Benchmark Indicator** **Implementation** o Weekly collaborative planning agenda and minutes o Monthly professional development agenda and minutes o Weekly PLC meeting agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes **Effectiveness**	**[A 1.4.1] High Quality Professional Development** Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices (including implementing Common Core State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.	Michelle Elmore Lake, Tracy Benson, Valencia Sykes, ILT Members	05/22/2026		

o Bi-weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. o 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%. o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. o 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 1.4.2] Use of Instructional Leadership Team Use Instructional Leadership including ILT ELA Leads, Literacy Laureate, SPED Lead Teacher, ESL Lead Teacher, and PLC Coaches to provide direct support to teachers to improve reading instructional practices in classrooms and across relevant content areas.	Tonya Miller, Sheena Robinson, Kiesha Gunter, Michelle Elmore Lake, Tracy Benson, Valencia Sykes	05/22/2026		
	[A 1.4.3] Parent Literacy Trainings Provide literacy training to empower parents to promote literacy at home, as well as help parents learn teaching strategies that can help their child succeed in school.	Michelle Elmore Lake, ILT Team, CES Teachers, Valencia Sykes, Tracy Benson	05/22/2026		
	[A 1.4.4] Tiered Instructional Support Provide K-2 teachers with tiered instructional support, professional development, coaching, and data digs.	Tonya Miller, Michelle Elmore Lake, ILT Team, Tracy Benson, Valencia Sykes	05/22/2026		

[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
Cordova Elementary School will maintain TNReady Math meeting plus exceeding proficiency rates in grades 3-5 of 22.9% in 2024 and not decrease to 18.7% in 2025; grade 3 will increase Math meeting plus exceeding proficiency rates from 21.9% in 2024 to 26.7% in 2025; grade 4 will increase Math meeting plus exceeding proficiency rates from 16.9% in 2024 to 22.0% in 2025; and grade 5 will increase Math meeting plus exceeding proficiency rates from 29.2% in 2024 to 33.2% in 2025.

Cordova Elementary School *Black/Hispanic/Native American Subgroup* will increase TNReady Math meeting plus exceeding proficiency rates in grades 3-5 from 20.3.3% in 2024 to 21.6% in 2025; *Economically Disadvantaged Subgroup* will increase TNReady Math meeting plus exceeding proficiency rates in grades 3-5 from 9.9% in 2024 to 19.9% in 2025; *English Learners Subgroup* will increase TNReady Math meeting plus exceeding proficiency rates in grades 3-5 from 12.2% in 2024 to 16.7% in 2025; and *Students with Disabilities Subgroup* will will maintain TNReady Math meeting plus exceeding proficiency rates in grades 3-5 from 7.9% in 2024 and not decrease to 8.5% in 2025.

Performance measures will be monitored by the following:

District Formative Assessments

TNReady 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. **Benchmark Indicator** **Implementation** o Weekly Informal Observation Tool and rubric o Monthly Data Team Minutes	**[A 2.1.1] Improving Student Achievement and Growth by Supporting Rich Learning Environments** CES will secure supplies, materials, equipment, and resources to support math academic growth and achievement.	Tonya Miller and Michelle Elmore Lake	05/01/2026		

o Weekly lesson plans o Quarterly student work samples o Daily exit tickets **Effectiveness** o Weekly informal observation data will indicate that at least 95% of teachers observed will demonstrate effective implementation of the instructional practices identified by the rubric, resulting in effectiveness scores of 3 or better. o Monthly data team minutes will show at least 80% of students tested will meet or exceed expectations on assessments with a score of 80% or higher. Team minutes will also show at least 80% of students making progress through the use of the school-wide intervention block. o 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. o Quarterly review of student work samples will show students' mastery of standards at 80% or higher. o Daily exit tickets will reflect at least 90% of students scoring 80% or higher.					
	[A 2.1.2] Alignment of Classroom Observation and Feedback Utilize formal (TEM rubric) and informal (MSCS observation tools) observation processes to provide regular feedback to CES teachers to ensure instruction is aligned to the TN State Standards and that evidenced based strategies are used to address varying student needs.	Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Keisha Gunter, Valencia Sykes, Tracy Benson	05/22/2026		

	[A 2.1.3] Use of Assessment to Measure Student Progress Use of Assessment to measure student progress and use District Formative Assessment as an interim measure and triweekly CES Common Formative Assessment as an on ongoing measure of K-5 math progress	CES Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Keisha Gunter, Tracy Benson, Valencia Sykes, ILT Team	05/22/2026		
	[A 2.1.4] Differentiated Learning Opportunities CES will support Mathematics academic success though differentiated professional development for ELL, SPED, and Gen Ed ELA teachers that focus on building students' mathematics foundational skills and addressing grade level standards.	Tonya Miller, Michelle Elmore Lake, Tina Butler, Lissette Perry, Sarah Perpener, Sonja Moore, Keisha Gunter, Tracy Benson, Valencia Sykes	05/22/2026		
	[A 2.1.5] Improving Student Achievement Through PLCs PLC Teams will break down the standards and utilize weekly data to guide re-teaching, differentiated instruction, and interventions for math addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement ESL and SPED representatives will attend PLC meeting to collaborate on data.PLC Teams will break down the standards and utilize weekly data to guide re-teaching, differentiated instruction, and interventions for math addressing specific individual student deficiencies. Teachers will share strategies to increase student achievement ESL and SPED representatives will attend PLC meeting to collaborate on data.	CES Math Teachers, CES ESL Teachers, CES SPED Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake	05/22/2026		
	[A 2.1.6] PLC Coach Support PLC Coach will assist Math Admin Lead & ILT Math	Michelle Elmore Lake,	05/22/2026		

	Lead in Math to help identify at risk students to provide materials and professional development to increase Math scores.	Kiesha Gunter, Rochelle Young			
	[A 2.1.7] Parental Training Sessions Parental Training will be offered for parents in all grades to help their child succeed in school. Parents will learn grade specific strategies to use at home to help their child improve in Math. Teachers will model lessons and provides additional techniques and strategies for families.	CES Teachers, Tonya Miller, Keisha Gunter, Michelle Elmore Lake, ILT Team Members	05/22/2026		
	[A 2.1.8] Math and Science Manipulatives and Hands-On Kits Students will be provided with additional resources for hands-on Math and Science instruction. In addition Science subscriptions may be used to enhance the curriculum. Classroom resources for science experiments, including books for math and science classroom libraries will be purchased to enhance the curriculum. In addition, hands on manipulatives for math and science centers will be purchased to enhance the curriculum. Technology, computers, Promethean Boards, etc. will be purchased to enhance instruction.	Tonya Miller, Michelle Elmore Lake, Keisha Gunter, Emily Mitchell, Sheena Robinson, Rochelle Young	05/22/2026		
[S 2.2] Professional Development Provide ongoing, high quality professional development at the locally or through attending national conferences for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance. Participation in sessions that explore active learning and cooperative teaching methods, implementing behavioral strategies that support a positive learning culture, and complete peer observations in classrooms with exemplary instructional mathematical practices. Possible conferences include Get Your Teach On, Tennessee Principal's Association Conference, Teaching Generation AI-Z, Innovative Schools Summit, Science of Learning, etc.	**[A 2.2.1] High Quality Professional Development** Teachers and staff will participate in ongoing, research-based professional development through various activities including modeling effective instructional practices (including implementing, TN State Standards), behavior management strategies, assessment techniques, and directed teaching methods, acting as a coach and support to teachers, and modeling effective intervention strategies.	CES Math Teachers, Tonya Miller, Sheena Robinson, Keisha Gunter, Michelle Elmore Lake, Tina Butler, Lissette Perry, Sarah Perpener, Sonja Moore,	05/22/2026		

Benchmark Indicator **Implementation** o Weekly collaborative planning agenda and minutes o Monthly professional development agenda and minutes o Weekly PLC meeting agenda and minutes o Bi-weekly Instructional Leadership Team (ILT) agenda and minutes o Monthly mentoring for new teachers and/or new to content **Effectiveness** o Weekly admin meetings will monitor classroom observations that will reflect a 10% increase of teachers demonstrating effective implementation of instructional practices. o Monthly professional development & mentoring 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%. o Weekly PLCs will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.					
	[A 2.2.2] Use of Instructional Leadership for Support Use Instructional Leadership including ILT Math Leads and PLC Coach to provide direct support to teachers to improve math instructional practices in classrooms and across relevant content areas.	Tonya Miller, Kiesha Gunter, Michelle Elmore Lake, Instructional Math Coach	05/22/2026		
	[A 2.2.3] Inclusion Teacher Professional Development	Tonya Miller, Sheena	05/22/2026		

	SPED Co-Teachers will attend district and/or state offerings alongside of their regular education co-teacher	Robinson, Michelle Elmore Lake, Tina Butler			
	[A 2.2.4] Parent Trainings - Mathematics Provide parent mathematics training opportunities to empower parents to promote mathematics at home, as well as help parents learn teaching strategies that can help their children succeed in school. Develop and offer periodic math trainings directly specific to Envision curriculum and iReady Math curriculum for parents and family. Provide parent surveys to assess parent understanding of math curriculum and determine the area to focus math trainings.	CES Teachers, Tonya Miller, Keisha Gunter, Michelle Elmore Lake, Tina Butler, Lissette Perry, Sarah Perpener, Sonja Moore	05/22/2026		
	[A 2.2.5] New Teacher Mentor CES will support Math academic success through the development and implementation of a targeted support mentor program for new teachers to CES. On-going monthly new teacher trainings will focus on proven instructional strategies, behavior management, effective routines and procedures, and teacher reflection.	Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Keisha Gunter, Valencia Sykes, Tracy Benson	05/22/2026		
	[A 2.2.6] Math Standards Targeted Professional Development Survey teachers to determine which math standards they need support to plan professional development.	Tonya Miller, Keisha Gunter, Michelle Elmore Lake	05/22/2026		
	[A 2.2.7] Envision Math and iReady Math Professional Development Teachers will receive ongoing professional development on Envision Math Curriculum and iReady Math Curriculum during faculty meetings and PLC meetings and after school sessions.	CES Math Teachers, Tonya Miller, Keisha Gunter, Michelle Elmore Lake, iReady support	05/22/2026		
[S 2.3] Targeted Interventions and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace,	**[A 2.3.1] Progress Monitoring** Create and implement a systemic approach to monitoring the implementation of the math intervention and using the data to drive instruction	Tonya Miller, Keisha Gunter, Michelle Elmore Lake,	05/22/2026		

and various instructional approaches designed to meet the needs of specific learners to improve student achievement. ** ** ** ** **Benchmark Indicator** **Implementation** o Monthly progress monitoring data o Monthly data meeting agenda and minutes o Quarterly benchmark assessment data o Weekly fidelity checks o Weekly iReady reports **Effectiveness** o Monthly progress monitoring data will reflect students increasing by at least 2-3 data points. o Monthly data team meetings will reflect at least 10% of students being able to exit RTI2 supports and interventions. o Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. o 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. o Weekly iReady reports will reflect a 5% increase in the number of students who score mastery on skill deficit areas.		Tracy Benson, Valencia Sykes, Sheena Robinson			

	[A 2.3.2] Personalized Math Support Provide targeted enrichment opportunities for students and targeted support for Tier II and Tier III students using District-provided online intervention tools with fidelity and differentiated instruction and enriched classes.	CES Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Tina Butler, Lissette Perry, Sarah Perpener, Sonja Moore	05/22/2026		
	[A 2.3.3] Response to Intervention Identification of Tier II and Tier III students by utilizing a formative assessment tool to identify the bottom 25% of students in need of intervention, students are then bench-marked, after which students are scheduled for intervention services for RTI2. Implementation monitoring is ongoing. Interventions provided for students are adjusted according to student mastery.	CES Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Tina Butler, Lissette Perry, Sarah Perpener, Sonja Moore, Tracy Benson	05/22/2026		
	[A 2.3.4] Extended Learning Opportunities Provide extended learning opportunities students to support Math academic success.	Tonya Miller, Sheena Robinson, Kiesha Gunter, Michelle Elmore Lake, Valencia Sykes	05/22/2026		
	[A 2.3.5] Parent and Community Partner Plan Create and implement a plan for parent and community volunteers to support and promote mathematics fluency.	CES Teachers, Tonya Miller, Kiesha Gunter, Michelle Elmore Lake, Thelma Doss, Jazzme' Jackson	05/22/2026		
	[A 2.3.6] Response to Intervention Training All Math teachers will be provided ongoing support	Tonya Miller, Sheena	05/22/2026		

	on RTI and meeting the needs of all their students. The process of RTI will be shared as well as resources that can be used to meet students individualized Tier needs. On going support will be held during faculty meetings, PLCs and grade level meetings.	Robinson, Michelle Elmore Lake, Tracy Benson, Valencia Sykes, Keisha Gunter			
	[A 2.3.7] Attending High Quality Professional Development Teachers and administrators will participate in local, state, and national conferences and trainings based on the academic and social needs of the students of Cordova Elementary School to increase their professional knowledge to become more effective teachers and administrators. Teachers and administrators will learn a variety of strategies and techniques to use in the classroom to enhance the math curriculum and increase student achievement. Teachers and administrators will return after the PD and provide ongoing research-based professional development for teachers and staff through various activities (including implementing Tennessee State Standards), behavior management strategies, assessment techniques, and directed teaching methods; acting as a coach and support to teachers; and modeling effective intervention strategies.	CES Teachers, Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Keisha Gunter	05/22/2026		
	[A 2.3.8] Math Fluency Focus Implement a math fluency skill plan for kindergarten through fifth grade. Develop a weekly assessment that addresses fluency and foundation skills. Continue to implement Beat the Clock to assess specific facts based on grade level. Beat the Clock will be a timed weekly fact test on Fridays. Work with adopters to purchase incentives for students to learn their math facts.	Tonya Miller, Sheena Robinson, Keisha Gunter, Tracy Benson, Thelma Doss, Valencia Sykes, Jazzme Jackson	05/22/2026		
[G 3] Chronic Absenteeism KK-5 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.					

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Performance Measure
By May 2026, our school will increase our attendance rate by 5% from 91.9% in SY25 to 96.4% in SY26 by implementing targeted interventions, including attendance monitoring, SART meetings, attendance reward system, and support programs, in collaboration with teachers, parents, and community partners.

Interventions and supports will be measured using the following:

* PowerSchool Data

* PowerBI Data

* Share Point

* SART documentation for at-risk students

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 student supports.	**[A 3.1.1] Positive Behavior Intervention Support** Implement a RTI2 behavior prevention and intervention plans with fidelity that provides supports to students	Tonya Miller, Sheena Robinson, Thelma Doss, Jazzme Jackson,,	05/22/2026		

Benchmark Indicator **Implementation** o 20-day attendance reports o 20-day behavior reports o 20-day suspension report **Effectiveness** o 20-day attendance reports will reflect a 5% decrease in 10% of students absent from school. o 20-day behavior reports will reflect a 5% decrease in 10% student infractions. o 20-day suspension reports will reflect a 5% decrease in 10% of students suspension- rate.		Aishia Hibbler, CES Faculty			
	[A 3.1.2] RTI2B Intervention Teams Utilize RTI2B teams to review attendance, chronic absenteeism, and behavioral data to identify at-risk students.	Tonya Miller, Sheena Robinson, Thelma Doss, Jazzme Jackson, Aishia Hibbler, Philetia Jones	05/22/2026		
	[A 3.1.3] Intervention Program for Students - Attendance Team Implement Attendance Team intervention program to encourage students to attend school. Students who fall into the category of chronically out of school 10% or more of the school year will receive a weekly phone call from a member of the Attendance Team to encourage school attendance.	Thelma Doss, Aishia Hibbler, Jazzme Jackson, GOS, Attendance Liasion Philetia Jones	05/22/2026		
	[A 3.1.4] Attendance Communication - CES Calendar Utilize the CUB Communicator to communicate attendance percentages for each grade level. The CUB Communicator will remind and encourage CES families about the importance of school	Tonya Miller, Michelle Elmore Lake, Sheena Robinson, Keisha Gunter,	05/22/2026		

	attendance and the part it plays in academic success for our entire CES family.	Thelma Doss, Aishia Hibbler, Jazzme Jackson			
	[A 3.1.5] Intervention Program - Weekly and Quarterly Attendance Incentives Develop a yearlong schedule for attendance incentives and communicate to all stakeholders. Revisit attendance incentives at the beginning of each quarter. Incentives will be rewarded on Friday's or Monday's as these are days students are absent most. Include a visual of upcoming activities and events for the upcoming week on Class Dojo, Facebook, and CUB Communicator. Communicate to parents the importance of attendance and connection to academic and social progress throughout the school year. Survey students and implement a weekly and quarterly attendance incentive plan to encourage and reward perfect attendance.	Tonya Miller, Sheena Robinson, Keisha Gunter, Thelma Doss, Aishia Hibbler, Jazzme Jackson	05/22/2026		
	[A 3.1.6] Attendance Intervention - Wellness Checks Contact student families when a student is absent. Teachers will call a student's parent when the student is absent to check on why the student was absent and to let the family know the student was missed. Teachers will also make parents aware of the retrieval method for student work packets. Work packets will be available to students electronically and in hard copy. ESL teachers and Instructional Resource teachers will contact their student's parent when the student misses 2 consecutive days to check on why the student was absent and to let the family know the student was missed. Attendance Team will contact families when a student misses 3 school days to discuss why the student is absent and the importance attendance plays in the student's academic success.	CES Teachers, Tonya Miller, Sheena Robinson, Thelma Doss, Lissette Perry, Sarah Perpener, Sonja Moore, Jazzme Jackson, Philetia Jones	05/22/2026		
	[A 3.1.7] Most Improved Award at Quarterly Honors Program Identify the most improved students in each class	Thelma Doss, Aishia Hibbler,	05/22/2026		

	quarterly for the following categories: Most Improved ELA, Most Improved Math, and Most Improved Behavior. Students will receive recognition and an award at the Honor Assembly each quarter.	Jazzme Jackson			
	[A 3.1.8] Behavior Intervention - Counselor Check-Ins Counselors will create a schedule and conduct check ins with at-risk students. Counselors will update the Counselor Check in Schedule monthly.	Thelma Doss, Jazzme Jackson, Tonya Miller, Sheena Robinson, Keisha Gunter	05/22/2026		
[S 3.2] Professional Development Provide ongoing, high quality professional development locally or through attendance at national conferences 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. Professional development sessions will also include information on providing CUB bucks for the CUB store, individual, grade level and school wide incentives to positively impact attendance and behavior. Possible conferences include Get Your Teach On, Tennessee Principal's Association Conference, Teaching Generation AI-Z, Innovative Schools Summit, Science of Learning, etc. **Benchmark Indicator** **Implementation** o Semester RTI2-B data training agenda and minutes **Effectiveness** o Monthly RTI2-B data teams meetings will result in a 5% decrease in student infractions. o Monthly SART and SARB meetings will reflect a	**[A 3.2.1] RTI2B Targeted Training** Provide CES faculty and staff professional development to address student discipline, attendance, and chronic absenteeism.	Tonya Miller, Sheena Robinson, Thelma Doss, Aishia Hibbler, Jazzme Jackson, Kiesha Gunter	05/22/2026		

5% increase in student attendance and a 5% decrease in student infractions each 20-day period					
	[A 3.2.2] New Teacher Mentor CES will support social and emotional learning success through the development and implementation of a targeted support mentor program for new teachers to CES. On-going monthly new teacher trainings will focus on proven instructional strategies, behavior management, effective routines and procedures, and teacher reflection.	Tonya Miller, Sheena Robinson, Keisha Gunter, Tracy Benson, Valencia Sykes, Michelle Elmore Lake	05/22/2026		
[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** o Quarterly parent surveys o Quarterly parent meeting agenda and minutes o Semester parent-teacher conference sign-in sheets/minutes **Effectiveness** o Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester. o Quarterly parent meetings will result in an increase in participation by at least 10%. o Semester parent-teacher conferences will result in a 5% decrease in student infractions and a 5% decrease in student absences.	**[A 3.3.1] Family Needs Assessment** Create a family needs assessment to be administered to all families and analyzed each semester. Strategies for family engagement will be developed or revised and implemented from this analysis. The needs assessment will be given at the beginning of each semester in order to determine current needs.	Tonya Miller, Sheena Robinson, Michelle Elmore Lake, Keisha Gunter, Valencia Sykes, Tracy Benson, Thelma Doss, Aishia Hibbler, Jazzme Jackson	05/22/2026		

	[A 3.3.2] PreK to Kindergarten and 5th Grade to Middle School Transition Plan School counselors will develop and implement Pre-K-to-Kindergarten and a 5th grade-to-Middle transition plan focused informing parents and students of the routines and expectations of the upcoming year.	Thelma Doss, Jazzme Jackson, Lynne Modzelewski, Marquise Lindsey, Mary West, Lissette Perry	05/22/2026		
	[A 3.3.3] Parent Trainings or Workshops The counselors, behavior specialist, and ESL teachers will plan and conduct quarterly parent workshops based on the needs assessment. A brief evaluation will be conducted at the end of each session to determine the effectiveness of the workshop and obtain input about other trainings to be offered.	Thelma Doss, Aishia Hibbler, Lissette Perry, Jazzme Jackson, Sarah Perpener, Sonja Moore	05/22/2026		