Springdale Elementary Annual Plan (2025 - 2026)

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[G 1] Safe and Healthy Students

Springdale Memphis-Magnet Elementary School will improve each day for the benefit of our students. Students being on time and present for school daily is key to their long-term achievement and meeting life goals. When students are on time, present, and well-rested with proper nourishment, they don't miss out on any instruction and learning time in the classroom. Keeping students on task helps boost confidence when completing classwork, homework, projects, and classroom participation. We (faculty, staff, parents, and students) must do our part to ensure that students are present and punctual.

The goal is to:

· Promote regular school attendance and reduce unnecessary absences

· Ensure every student has access to full-time education of which they are entitled

· Act early to address patterns of absence

· Inquire w/ Parents regarding extenuating circumstances that may prohibit students from attending school on time daily

· Get Parents to submit excuse notes after every absence

Performance Measure

Springdale ES has decreased the overall chronic absenteeism rate from 47.9% in 2023-24 to 44.5% in 2024-25. We aim to reduce the rate to 50% in 2025-2026.

Interventions and supports will be measured using the following:

* PowerSchool Data
* PowerBI Data
* Student Data 360
* School Snapshot

By the end of the 2025-2026 school year, Springdale Elementary School will reduce the overall chronic absenteeism rate from 44.5% to 40% by implementing targeted attendance interventions, enhancing communication with families, and fostering a supportive school environment that prioritizes punctuality and attendance. Progress will be monitored quarterly through attendance data analysis, ensuring that strategies are adjusted as needed to meet this objective.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 1.1] Enhance Family Engagement These interactive gatherings aim to educate parents about the critical role school attendance plays in their children's overall academic success. Workshops could include expert speakers, resources on how to motivate children, and practical tips for creating a school-friendly environment at home, providing a platform for parents to share experiences and ask questions. **Benchmark Indicator** **Implementation** * Review 20-day student attendance reports at the end of each semester to determine the impact after engagement events. * Conduct monthly parent meetings with the distribution of fliers, sign-in sheets, and parent surveys. **Effectiveness** * The review of 20-day student attendance reports at the end of each semester will show a minimum of 90% daily attendance, indicating the effectiveness of engagement events in improving student attendance. * Attendance at monthly parent meetings will increase by at least 10%, demonstrating improved parental involvement and communication with the school. Implementation Ideas:	**[A 1.1.1] Enhancing Attendance Engagement Initiatives** - Schedule and promote workshops throughout the school year with a focus on attendance. - Create regular newsletters or updates highlighting attendance initiatives and success stories. - Organize quarterly parent-teacher conferences with attendance as a key agenda item.	Chundra Dotson, PLC Coach, Carmen Gregory, Principal, Regina Scott, Dean of Students; Dr. Kim Sexton, School Guidance Counselor, Crystal Chambers, SPED, Christina Littlefield, Attendance Specialist	04/24/2026		

1. Workshops and Information Sessions: Host workshops for parents focusing on the importance of school attendance and how they can support their children. 2. Regular Communication: Establish consistent communication through newsletters, texts, or phone calls to keep families updated on attendance policies and the importance of regular attendance. 3. Parent-Teacher Conferences: Schedule regular conferences to discuss each child's attendance and academic progress, emphasizing the link between attendance and performance. Effectiveness: 1. Increased Awareness: Parents are more informed about the significant impact of attendance on academic success, leading to greater support at home. 2. Stronger Relationships: Improved communication and engagement foster stronger relationships between families and the school, promoting a community effort toward better attendance. 3. Targeted Support: Conference discussions lead to personalized strategies for families, helping to address specific barriers to consistent attendance.					
	[A 1.1.2] Improved attendance action steps. -The Principal will address student attendance with Dean of Students, School Counselor, and Attendance Specialist during Weekly Admin One on One Meetings to review student attendance data which includes teacher feedback, PowerBI Chronic Absenteeism Reports, and PowerSchool Reports highlighting students eligible for SART and	Principal, Dean of Students, School Counselor, Attendance Specialist	04/24/2026		

	SARB. Information will be used to make direct contact with parents to provide help and resources to improve student attendance, make truancy contact, and withdraw students. -Dean of Students, Professional School Counselor, and Attendance Specialist will use student attendance data to make direct calls ***daily ***to parents to determine reasons for students missing school and determine assistance that may be needed to get the students on-track for improved attendance. -Dean of Students, School Counselor, and Attendance Specialist based on review of student attendance, parent contact attempts, truancy contact for support, students' social/emotional needs, and full implementation of the School-Wide Attendance Plan will connect with community partners to seek resources for student and parent personal needs to help improve student attendance.				
[S 1.2] Greatness Grows Here/ Attendance Incentive Program To enhance student attendance and foster a positive school culture, we propose to continue our Greatness Grows Grows implementation. **Benchmark Indicator** Continued Implementation Ideas: 1. Recognition Programs: Continue monthly recognition for students with perfect or improved attendance through awards or special privileges. 2. Classroom Competitions: Establish competitions between classes for the highest attendance rate with incentives such as a pizza party or extra recess time. 3. Home Incentives: Offer incentives for families, such as gift cards or supplies, when students	**[A 1.2.1] Empowering Excellence: Steps for Recognition and Community Engagement** - Continue/Develop the criteria for recognition awards and promote them school-wide. - Continue/Create and communicate the rules for classroom competitions, including timelines and prizes. - Partner with our Adopters (AKA's, Buckmans, and Springdale Baptist Church) to secure donations for home incentives. -S/O to Champions and Winners after every 20 20-day period · Champions – 95.5 % or Higher · Winners – 90 to 95.4 %	Chundra Dotson, PLC Coach, Carmen Gregory, Principal, Regina Scott, Dean of Students; Dr. Kim Sexton, School Guidance Counselor, Crystal Chambers, SPED, Christina Littlefield, Attendance Specialist	04/24/2026		

achieve attendance milestones. Effectiveness: 1. Motivation: Recognition serves as motivation for students to attend school regularly, leading to improved overall attendance rates. 2. Healthy Competition: Classroom competitions can create a fun challenge, increasing attendance as students and families strive to win incentives. 3. Community Support: Home incentives encourage family involvement, reinforcing the importance of attendance outside of school.	· Participants - 89.9% or Lower * Implement incentives for Champions and Winners. Encourage students to improve attendance to be recognized in the next 20 Day Period. **Maintain incentives to support Student Attendance** · 20-Day Celebration – On Fire for Attendance – Hot Snacks · Boys v. Girls · Class of the Month · E-Club · Honors Day . EOY Field Trip · Monitor absences daily for 2 consecutive absences. · 1st Absence - Teachers will inquire w/ students · 2nd Absence - Ms. Littlefield will contact parent and inquire w/ student regarding absence · 3rd Absence - District automated calls will take place · 4th Absence - District automated calls will continue to take place				

	· 5th Unexcused Absence - SART process will begin. · Contact parents to inquire about any extenuating circumstances preventing students from daily attendance and refer to a school counselor if needed. Offer services in connection with the district to assist parents at home.				

[G 2] Reading/Language Arts KK-5
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
Springdale Elementary will increase ELA Met/Exceed proficiency rates in grades 3-5 from 30.9 % in 2023-2024 to 35.9% (5%) in 2026, with a corresponding double AMO goal of 40.9% (10%).

By the end of the academic year, Springdale Elementary will ensure that all students in grades K-5, **including TSI, BAA, BHN, and ED students**, receive rigorous core instruction in reading that leads to measurable improvements in literacy skills. Specifically, 20% of all students will demonstrate a 5% increase in on-track or mastery levels based on standardized iReady assessments and bi-weekly classroom evaluations, while 10% of students in grades 3-5 will achieve performance levels of 70% or above on Quarterly Formative Common Assessments.

Performance will be measured using the following tools:

District Formative Assessments

TNReady Assessment

TSI BAA students will increase met/ exceed proficiency rate from 29.8% to 34.8% on the 2025 TCAP.

TSI BHN students will increase met/ exceed proficiency rate from 30.5% to 35.5% on the 2025 TCAP. TSI ED students will increase met/ exceed proficiency rate from 25.9% to 30.0% on the 2025 TCAP. TSI student data have been uploaded to document section.					
Strategy	**Action Step**	**Person Responsible**	**Estimated Completion Date**	**Funding Source**	**Notes**
[S 2.1] 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. This strategy aims to improve the performance of all students in Reading and Language Arts. While this strategy applies to all students, our performance challenge is a whole-school issue that will, therefore, impact our TSI student groups, BAA, BHN, and ED. Springdale Elementary School is dedicated to delivering high-quality reading instruction for students from kindergarten to 5th grade. The school will offer daily access to a challenging reading and language arts curriculum, which will aid students in gaining a thorough understanding of the content, enhancing comprehension, and mastering Tennessee state standards. To track student progress, the school will utilize standardized iReady tests, bi-weekly classroom assessments, monthly observations, and quarterly Formative Common Assessments. Through these evaluations, the school aims to enhance student performance in meeting TN reading and language arts standards and to increase student engagement. **Benchmark Indicator**	**[A 2.1.1] Comprehensive Assessments and Intervention Strategies Implementation** Springdale will implement standards-alignedcomprehensive assessment strategies, including i-Ready testing, bi-weekly assessments, monthly observations, and quarterly formative common assessments. This involves educator training, data analysis, intervention planning, and curriculum adjustments based on assessment data to address all students' needs, including TSI BAA BHN ED students.	Chundra Dotson, PLC Coach; Carmen Gregory, Principal; Regina Scott, Dean of Students; Dana Donelson, ILT ELA Content Lead, and Classroom ELA Teachers	05/15/2026		

Benchmark Indicator Springdale will provide rigorous, standards-aligned content and quality core instruction in reading classes, grades K-5, **for all students, including our TSI BAA, BHN, and ED students.** 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. The office of planning and accountability is responsible for collecting and publishing internal data reports. Review of TEM observation will indicate that at least 50% of core content area teachers are implementing lessons aligned to the TN Standards. **Implementation:** 1. Quarterly Standardized i-Ready Test Scores: Administer i-Ready diagnostic assessments in the Fall, Winter, and Spring to measure student progress against TN Standards. This data will help identify areas for improvement for all student groups. 2. Bi-weekly Classroom Assessments: Conduct informal assessments every two weeks to monitor student comprehension and understanding of reading content. These assessments will provide ongoing feedback to inform instruction and adjust strategies as needed. 3. Monthly Observations and Surveys using Walkthrough Tools: Implement regular observations and engage students in surveys to evaluate participation and engagement levels. This will facilitate reflective practice among educators to					

enhance engagement strategies. 4. Quarterly Formative Common Assessments: Administer common assessments at the end of each quarter to measure student learning and mastery of core reading standards. This will help in comparing performance data across grade levels. **Effectiveness:** 1. Tracking quarterly iReady Diagnostic results will show 20% of all students which includes TSI BAA BHN and ED with a 5% increase on track or mastery. 2. Implementing bi-weekly classroom assessments will show 20% of students with a 5% increase on track or mastery by the end of the semester. 3. Implementing monthly observations and surveys to gauge participation and engagement will show 20% of the students with a 5% increase in participation and engagement by the end of the quarter. 4. Implementing Quarterly Formative Common Assessments will show 10% of students in grades 3-5 perform at or above 70% by the end of the semester which includes TSI BAA BHN and ED.					
[S 2.2] Professional Development Provide professional development for teachers, administrators, instructional leaders and district advisors 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, ensuring that all students, **including TSI BAA, BHN, and ED students**, improve their reading and writing skills,	**[A 2.2.1] Targeted Action Steps for Enhancing ELA Performance through Professional Development** 1. Implement a Comprehensive Classroom Observation Framework - Action Steps: - Develop a clear rubric based on the District's High Impact Strategies that defines what alignment	Chundra Dotson, PLC Coach; Carmen Gregory, Principal; Regina Scott, Dean of Students; Dana	04/30/2026		

thereby increasing overall ELA performance. Implementation: -Tailored Professional Development Workshops -Peer Coaching and Collaborative Teaching -Data-Driven Instruction Training Effectiveness: -Workshops will provide teachers with targeted strategies and resources to address specific areas of need within the ELA curriculum, such as comprehension and writing techniques. This ensures that instruction is relevant to the challenges students face. -By pairing teachers for peer observations and coaching sessions, educators will learn from each other's strengths. This can enhance instructional strategies and foster a culture of collaboration that benefits student learning. -Training on analyzing student performance data will enable teachers to make informed instructional decisions. Establishing a data culture allows educators to adapt their teaching methods based on real-time feedback regarding student progress. **Benchmark Indicator** Weekly classroom observations of the District's High Impact Strategies will be monitored through the PowerApps Platform for 80% alignment to the high impact strategies. The implementation of the HQIM and standards-aligned instruction will yield at least 75% of classrooms will demonstrate the ability to effectively implement the identified	looks like in the classroom. - Train instructional leaders and observable teachers on the rubric to ensure a common understanding of expectations. - Schedule bi-weekly classroom observations that are documented through the PowerApps Platform, emphasizing targeted feedback on adherence to high-impact strategies. - Analyze observation data bi-weekly with the Instructional Leadership Team (ILT) to track progress, identify trends, and discuss areas for further support or intervention. - Collaborate with teachers to create action plans for continuous improvement based on observation feedback, ensuring 80% alignment to high impact strategies. 2. Enhance ILT Meeting Structures - Action Steps: - Create a structured agenda for ILT meetings that includes time for sharing best practices, discussing data from classroom observations, and collaborative problem-solving sessions. - Utilize a sign-in sheet to track attendance, aiming for at least 85% participation, and send reminders to reinforce the importance of these meetings. - Assign different team members to lead specific topics at each meeting to foster ownership and engagement. - Use technology (like a shared online platform) to	Donelson, ILT ELA Content Lead, and Classroom ELA Teachers			

instructional shifts. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Regional meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level parent and community huddles for families and parents to engage and learn effective strategies to help students reach the district's ELA goal will impact ELA proficiency scores by at least 2 percentage points per each District common formative assessment window. New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester. A 15% increase in the percentage of students meeting or exceeding grade-level proficiency in reading and writing as measured by standardized assessments and internal benchmarks at the end of the academic year.	document key takeaways and action items from each meeting, which can be referenced in subsequent sessions. - Schedule follow-up sessions focused on collaborative planning based on the discussed feedback and ensure clear communication of strategies to school-level educators. 3. Facilitate Monthly ILT Sessions - Action Steps: - Coordinate with Instructional Leadership Directors to design targeted professional development based on classroom observation data and needs identified by content lead teachers and PLC Coaches. - Ensure that agendas are distributed in advance to optimize session time for providing useful feedback and strategic training. - Utilize participant evaluations after each session to ensure continuous improvement in the content and structure of these meetings, promoting an 85% attendance rate. - Implement follow-up coaching or support sessions that are specifically designed to address feedback from previous regional meetings, creating a loop of continuous improvement. - Encourage networking opportunities during these meetings to foster collaboration among teachers and instructional leaders.				

	4.Engage Families through Quarterly Community Huddles - Action Steps: - Design and communicate a schedule of quarterly huddles inviting families to learn effective reading strategies aligned with the district's ELA goals. - Create engaging presentation materials focusing on actionable strategies that families can implement at home to support their children's literacy development. - Collect feedback from participants after each huddle to determine the effectiveness of the strategies shared and to identify additional topics of interest for future meetings. - Use student performance data to demonstrate the impact of parental involvement and the strategies discussed to encourage more participation. - Set measurable goals, ensuring that the attendance and impact of these huddles lead to at least a 2 percentage point increase in ELA proficiency scores among participants. Organize family literacy nights to provide parents with tools and strategies to support reading and writing at home. - Collaborate with community organizations to promote literacy initiatives, enhancing the support system around student learning. 5. Support New Teacher Development through				

	Targeted Workshops - Action Steps: - Develop a series of professional learning workshops tailored for new teachers, focusing on high-impact instructional strategies and classroom management techniques. - Schedule these workshops at various times to ensure maximum participation and collaboration among new hires. - Implement a mentorship program that connects new teachers with experienced colleagues who can provide guidance and support. - Regularly assess the effectiveness of these workshops by collecting feedback and reviewing new teachers' TEM scores to support their growth. - Aim for new teachers to achieve a TEM score of at least 3 or higher in at least two indicators per semester by providing check-ins and targeted coaching as they apply learned strategies in the classroom. By implementing these action steps within a structured professional development strategy, the goal of improving ELA performance for grades 3-5 can be effectively targeted and achieved, leading to better outcomes for all students. 1. Conduct a Needs Assessment: - Survey teachers to identify specific areas where they feel professional development is needed regarding ELA instructional strategies. - Analyze student performance data to pinpoint trends and areas requiring improved instructional support.				

	2. Develop Professional Development Calendar: - Schedule monthly workshops focusing on identified needs, integrating strategies for reading comprehension, writing skills development, and differentiation for diverse learners. - Ensure sessions include collaborative planning time for teachers to apply what they've learned to their specific content areas. 3. Implement Peer Coaching Program: - Pair teachers in grades 3-5 for focused observations and coaching, allowing them to share effective practices and strategies in a supportive environment. - Provide structured guidelines for observations and feedback sessions, ensuring they align with the goals of the ELA improvement plan. 4. Set Up Data Analysis Meetings: - Schedule quarterly meetings for teachers to review student performance data and discuss instructional practices. - Include a framework for how data will be used to influence instruction, allowing teachers to propose adjustments based on student outcomes.				

	5. Monitor Progress and Adjust Professional Development: - Regularly collect feedback from participants on the effectiveness of professional development workshops and peer coaching experiences. - Use survey results to adapt future training sessions, ensuring they are responsive to the evolving needs of teachers and students.				
[S 2.3] 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** 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter. 20-day progress monitoring data review will show students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I. Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine week report card grading scale (i.e. from D to C or F to D, etc.).	**[A 2.3.1] Action Steps for Targeted Intervention and Personalized Learning** 1. Needs Assessment and Individual Learning Plans: - Conduct initial assessments to identify students' specific academic needs and strengths across all grade levels. This may involve standardized testing, teacher observations, and student self-assessments. Based on this data, develop individualized learning plans (ILPs) for each student requiring intervention. These plans should outline specific goals, preferred learning styles, and tailored strategies to address identified gaps. 2. Structured Intervention Sessions: - Schedule and implement targeted intervention sessions, focusing on both small-group and one-on-one instruction. Utilize a variety of instructional approaches such as interactive lessons, hands-on activities, and technology-enhanced learning tools. Ensure that these sessions are aligned with core instructional standards and maintain flexibility to adjust based on ongoing assessments and student feedback.	Chundra Dotson, PLC Coach; Carmen Gregory, Principal; Regina Scott, Dean of Students; Dana Donelson, ILT ELA Content Lead, and Classroom ELA Teachers	04/10/2026		

	3. Progress Monitoring System: - Utilize the Aims Web progress monitoring system that tracks the growth of students involved in targeted interventions. Use data from formative assessments and 20-day review cycles to assess student performance regularly. Hold bi-weekly meetings to discuss progress and adjust intervention strategies based on this data. Document each student's movement from Tier III to Tier II or Tier II to Tier I to evaluate the effectiveness of interventions. 4. Personalized Learning Activities: - Develop a bank of personalized learning activities that cater to different learning styles and preferences. This will include project-based learning, adaptive learning software, and choice boards that allow students to engage with content in a variety of ways. Assign these activities based on each student's ILP and provide opportunities for students to showcase their learning through presentations or portfolios. 5. Quarterly Review and Family Engagement: - Conduct quarterly reviews of student performance data alongside progress in grade reports, focusing specifically on students enrolled in summer learning opportunities. Share this data with families during parent-teacher conferences to				

	engage them in their child's academic journey. Provide guidance on how parents can support their child's learning at home, ensuring that family support is consistent with the personalized learning strategies implemented in school.				
[S 2.4] 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. This strategy aims to strengthen early literacy skills in students in grades 3-5, **including TSI BAA, BHN, and ED students.**It focuses on foundational reading and writing abilities that will enhance overall English Language Arts (ELA) performance and lead to improved outcomes on standardized assessments and classroom evaluations. **Benchmark Indicator** Early Literacy Monthly Learning Series will measure the increase of content and pedagogical knowledge around foundational literacy and inform future professional learning opportunities by 75% of K-2 students performing at proficiency on the common formative assessments. This data will be submitted to the District by building test coordinators. Semester surveys, completed at a rate of 90% or higher, of educational assistants support in K-2 classrooms that will inform what professional learning and resources are needed to improve instruction and student achievement. Surveys will be reviewed by literacy managers. Teacher and educational assistants' quarterly attendance, expected at 95% or above, will be collected using PLZ and review of specialized PD by literacy manager to focus on foundational	**[A 2.4.1] Enhancing Foundational Literacy: Strategies and Engagement** 1. Implementation of Monthly Professional Development Sessions - Action Step Details: Organize a structured monthly learning series with a focus on foundational literacy skills targeted specifically at K-2 educators. Each session will cover a specific topic related to early literacy, such as phonemic awareness, vocabulary development, and comprehension strategies. - Measurement and Accountability: Create pre- and post-session assessments to measure educators' content and pedagogical knowledge before and after each monthly session. Ensure that a minimum of 75% of K-2 participants show an increase in their knowledge on these topics by the end of the series. - Data Collection and Submission: Utilize a learning management system or Google Forms to collect participant data and assessment results. Have building test coordinators submit this collected data to the District to monitor progress toward the 75% proficiency goal on common formative assessments. 2. Educational Assistant Engagement and Feedback Collection - Action Step Details: Conduct a comprehensive semester survey for educational assistants in K-2	Chundra Dotson, PLC Coach; Carmen Gregory, Principal; Regina Scott, Dean of Students; Dana Donelson, ILT ELA Content Lead, and Classroom ELA Teachers	05/15/2026		

literacy and to inform future professional learning opportunities. Implementation: Focused Early Literacy Interventions: Implement targeted early literacy interventions for students identified as struggling readers through tiered support systems (RTI/ Using the AIMSWeb platform and small groups). These include phonics instruction, vocabulary development, and comprehension strategies tailored to individual needs. Literacy-Rich Classroom Environments: -Create literacy-rich classroom environments with access to diverse reading materials, reading corners, and engaging writing activities. Incorporate interactive read-alouds and guided reading sessions to foster a love for reading. Collaborative Family and Community Engagement: -Involve families and the community by hosting events focused on early literacy, such as family reading nights, workshops on supporting literacy at home, and partnerships with local libraries to provide access to resources. Effectiveness: -Early interventions can significantly boost foundational skills, allowing students to catch up and build confidence in their reading abilities. -A literacy-rich environment encourages students to engage with texts and enhances their motivation	classrooms that focuses on their perspectives regarding instructional strategies, resources, and professional development needs related to foundational literacy. - Measurement and Accountability: Set a goal for a 90% response rate on these surveys to ensure representative feedback. Design the survey to address specific areas of support that assist educators in implementing literacy strategies effectively. - Data Review and Response: Literacy managers will analyze survey results promptly after the survey period, categorizing feedback to identify trends and notable areas for improvement. Use this data to inform ongoing and future professional learning opportunities tailored to the needs expressed by educational assistants. 3. Tracking and Evaluation of Attendance in Professional Learning - Action Step Details: Establish a system for tracking teacher and educational assistant attendance in all professional learning sessions related to foundational literacy. Utilize the PLZ (Professional Learning Zone) platform to maintain accurate records of attendance. - Measurement and Accountability: Aim for an attendance rate of 95% or above for all participants in literacy-focused professional development sessions. Quarterly reviews will be conducted to assess attendance, noting any trends in participation. - Informing Professional Learning Opportunities: Collaborate with the literacy manager to evaluate				

and enthusiasm for reading and writing. -Engaging families fosters a supportive home literacy environment, which can reinforce skills learned at school and encourage a lifelong love of reading.	attendance data alongside participant feedback. Use this information to adjust future professional development offerings, ensuring alignment with educators' schedules and preferences, thereby fostering greater participation and enhancing foundational literacy instruction. 4.Assessment and Data Tracking: - Develop and administer early literacy screenings to identify students needing additional reading skills support (Use I-Ready Data). - Create a system for tracking progress through regular assessments and data analysis meetings to tailor instruction accordingly. 5. Implement Targeted Literacy Interventions: - Schedule small group instruction focused on early literacy skills for identified students, ensuring targeted support that addresses specific gaps in understanding. - Utilize evidence-based literacy programs to enhance instruction and monitor student progress regularly. 6. Design a Literacy-Rich Classroom: - Allocate resources to establish a reading corner stocked with a variety of texts at different reading levels that cater to students' interests.				

	- Encourage daily read-aloud sessions and interactive storytelling to enhance listening and comprehension skills. 7. Facilitate Family Literacy Workshops: - Organize workshops to educate families on the importance of early literacy and provide strategies for reading with their children at home (Fall, Winter, and Spring). - Plan community events to promote literacy, such as book fairs and reading challenges, that encourage participation from families and community members. 8. Monitor Progress and Adjust Instruction: Schedule regular check-ins to assess the effectiveness of early literacy interventions. Review student progress and make necessary adjustments to instructional strategies. - Gather feedback from students and families to continuously improve the literacy program and ensure it meets the needs of all learners.				

[G 3] Mathematics KK-5
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
By May 2026, Memphis-Shelby County Schools will improve meeting or exceeding expectation percentages in all grades from 19.7% in 2024 to 31%.

Springdale Elementary will improve the scores of students who are On-Track or Mastered School-Wide Math across Student Groups (3-5) from 40.7% in SY 2023-2024 to

50% by the end of SY 2026, with a double AMO of 60%.

This goal applies to all student groups, including our TSI student groups, BAA, BHN, and ED.

TSI BAA students will increase met/ exceed proficiency rate from 21.3% (2023-2024) to 35% on the 2026 TCAP.

TSI BHN students will increase met/ exceed proficiency rate from 21.1% (2023-2024) to 30% on the 2026 TCAP.

TSI ED students will increase met/ exceed proficiency rate from 18.8% (2023-2024) to 28% on the 2026 TCAP.

TSI student data have been uploaded to the document section.

Performance will be measured using the following tools: TNREADY Assessment, District Formative Assessments, School-Based Assessments, and I-Ready Assessments.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
[S 3.1] 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** 45% of students should perform at or above the 70% on District Formative Assessments (Fall, Winter and Spring) which align with the core instructional standards for the specific quarter. Weekly classroom observations using the Instructional Practice Guide and Debriefing Document will provide the District with data to determine trends in teachers' ability to effectively implement standards aligned instructional practices leveraging high-quality instructional materials at or above 75% per visit. Review of TEM observation will indicate that at	**[A 3.1.1] Standard Aligned Core Instruction Steps** 1. Professional Development Focused on Standards-Driven Practices: - Conduct a series of targeted professional development workshops for teachers that focus on the effective use of standards-aligned instructional practices, particularly emphasizing strategies that have been successful in previous assessments. Use data from previous District Formative Assessments to highlight specific areas where students struggle and ensure that the training sessions equip teachers with practical strategies to address these challenges. Include model lessons, collaborative planning time, and peer observations to facilitate the application of learned strategies in real classroom settings. 2. Implementation of the Instructional Practice Guide:	Chundra Dotson, PLC Coach; Carmen Gregory, Principal, Regina Scott, Dean of Students; Crystal Chambers, SPED; Math Intervention Teachers, and RTI2 Advisor	05/15/2026		

least 50% of core content area teachers are implementing lessons aligned to the TN Standards.	- Utilize the Instructional Practice Guide and Debriefing Document during weekly classroom observations to gather data and provide constructive feedback to teachers. Schedule observations that not only assess the implementation of instructional strategies but also focus on the engagement and understanding of students during lessons. Create a feedback loop where teachers can discuss observations, track trends in their instructional practices, and identify areas of growth collaboratively. 3. Setting Specific Goals for Formative Assessment Performance: - Establish clear and attainable performance goals for students based on the District Formative Assessments, aiming for at least 45% of students to achieve a score of 70% or above. Develop data tracking systems that allow teachers to monitor student progress regularly. Implement a tiered intervention system where students not meeting benchmarks receive additional support through targeted tutoring sessions or differentiated instruction within the classroom. 4. Collaboration among Core Content Area Teachers: - Foster collaboration among core content area teachers to ensure the alignment and integration of lessons with TN Standards.				

	Organize monthly content area meetings where teachers collaboratively design lessons, share resources, and discuss alignment to standards. Provide a platform for teachers to present successful lessons that meet standards, thereby creating a repository of effective, aligned instructional practices for their peers to use. 5. Data Review and Reflection Session: - Host regular data review and reflection sessions to analyze formative assessment results and teacher observation data collectively. In these sessions, educators will review student performance trends and discuss the effectiveness of instructional strategies implemented within their classrooms. Encourage teachers to share insights and propose adjustments to instructional practices based on student data. Establish a timeline for setting new goals based on these discussions, fostering a culture of continuous improvement focused on student performance.				
[S 3.2] 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** Weekly classroom observations using the Instructional Practice Guide (IPG) and Debriefing Document indicate that at least 75% of classrooms observed will score 33% or more for core content area teachers that demonstrate the ability to effectively implement the identified instructional shifts outlined in the IPG and gauge the	**[A 3.2.1] Professional Development Opportunities** Enhance administrators' focus and efficiency on implementing effective mathematics instructional strategies that meet the diverse learning needs of all students. 1. Implement Structured Classroom Observation Protocols: Design a schedule for weekly classroom observations utilizing the Instructional Practice Guide (IPG) and Debriefing Document. Assign trained observers (Principal, Dean of Students, and PLC Coach) to each classroom to provide	Chundra Dotson, PLC Coach; Carmen Gregory, Principal, Regina Scott, Dean of Students; Crystal Chambers, SPED; Math Intervention Teachers, and RTI2 Advisor	05/15/2026		

implementation of standards-aligned instruction. Instructional Leadership Team (ILT) meetings are conducted twice each month at 85% attendance to ensure district and school leaders are gaining and sharing knowledge of content, obtaining content support and resources through collaboration, and effectively communicating new information with school-level educators. Regional meetings and small-group ILT sessions are facilitated monthly by Instructional Leadership Directors at 85% attendance to support content lead teachers, PLC Coaches, and administrators with feedback and targeted training that should result in more effective daily instructional practices that should be observed during district walk throughs. Quarterly district-level parent and community huddles for families and parents to engage and learn effective strategies to help students reach the district's Mathematics goal will impact numeracy proficiency scores by at least 2 percentage points per each District common formative assessment window. New teacher professional learning supports are offered at various times throughout each semester for new hires. New Teachers will achieve a TEM score of at least 3 or higher in at least 2 indicators per semester.	consistent feedback based on identified instructional shifts. Ensure that observers are well-versed in the IPG criteria to maintain high-quality evaluations. Collect data systematically to track the percentage of teachers meeting the 33% implementation benchmark. 2. Strengthen ILT Meeting Efficiency: Prioritize the development of focused agendas for the Instructional Leadership Team (ILT) meetings, ensuring that key topics related to instructional practices and content support are discussed. Integrate strategies for improving attendance, such as scheduling these meetings at times convenient for most participants and providing virtual options when necessary. Follow up with meeting minutes and actionable items to maintain engagement and accountability among attendees. 3. Enhance Regional and Small-Group ILT Sessions: Collaborate with Instructional Leadership Directors to establish clear goals for each regional meeting and small-group session. Focus these sessions on delivering targeted training and actionable feedback to content lead teachers, PLC coaches, and administrators. Use post-session surveys to gather input on session effectiveness while ensuring attendance at or above 85% by incentivizing participation (e.g., providing professional development credits). 4. Facilitate Quarterly Parent and Community Huddles: Organize quarterly huddles focused on				

	math learning strategies, ensuring parents and community members are actively engaged in supporting student learning. Develop a series of workshops that provide practical, easy-to-implement strategies researchers have found effective. Collect feedback from participants to refine subsequent sessions and use formative assessment data to measure the impact of these workshops on student numeracy scores. 5. Create Comprehensive Support for New Teachers: Develop a supportive onboarding program for new teachers that includes regular professional learning sessions tailored to their specific needs. Provide mentors for each new teacher who can guide them in achieving a TEM score of 3 or higher in at least two indicators. Schedule these professional learning opportunities at varied times throughout the semester to accommodate different availability and maximize participation. Empowering Educators: Professional Development for Inclusive Math Instruction: Offer teachers ongoing training and resources aimed at enhancing their instructional strategies in mathematics. The focus will be on equipping educators with effective techniques tailored to meet the diverse learning needs of all students, ultimately fostering an inclusive and supportive learning environment in the classroom.				

	- Workshops on Differentiated Instruction: Organize professional development workshops focusing on teaching strategies for diverse learners, including scaffolding techniques to support struggling students. Collaborative Planning Sessions: Facilitate bi-weekly planning sessions where grade-level teams can collaborate on lesson plans, share resources, and discuss effective instruction strategies based on recent student performance data, in addition to quarterly planning sessions. - Peer Observation: Create a system for peer observations where teachers can visit each other's classrooms to learn new strategies, followed by reflective discussions to improve instructional practices. -Technology: Offer training sessions for teachers on how to effectively integrate the software into their teaching practices.				
[S 3.3] 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** Students should perform at or above the 65th%ile on the iReady Diagnostic (fall, winter, and spring) to determine performance alignment with TNReady. 20-day progress monitoring data review will show	**[A 3.3.1] Targeted Interventions** Targeted Interventions for Student Achievement: Provide a comprehensive, data-driven approach that equips educators to effectively analyze student performance, implement proven instructional strategies, foster collaboration through Professional Learning Communities, establish ongoing progress monitoring, and engage families in supporting learning at home, all aimed at enhancing student achievement and ensuring readiness for TNReady assessments. 1. Data Analysis Workshops: - Conduct targeted professional development	Chundra Dotson, PLC Coach; Carmen Gregory, Principal, Regina Scott, Dean of Students; Crystal Chambers, SPED; Math Intervention Teachers, and RTI2 Advisor	04/17/2026		

students' performance in targeted intervention to determine next steps of intervention support. Students will show continuous progress from Tier III to Tier II or Tier II to Tier I. Quarterly review of grade reports for students enrolled in summer learning opportunities will show a continuous progress on nine-week report card grading scale (i.e. from D to C or F to D, etc.).	workshops at the beginning of each quarter, focusing on how to analyze iReady Diagnostic data effectively. These workshops will guide teachers in interpreting diagnostic results to identify specific skills that require reinforcement. Use real student data for hands-on practice, allowing educators to develop actionable intervention plans based on their findings. Each teacher will leave the workshop with a personalized plan for how to adjust instruction for their students based on assessment results. 2. Intervention Strategy Training: - Provide training sessions focused on evidence-based intervention strategies that support students moving from Tier III to Tier II and Tier II to Tier I. These sessions will cover a variety of instructional strategies, such as small group instruction, targeted teaching techniques, and differentiated learning activities. Incorporate role-playing or simulation exercises where teachers can practice implementing these strategies in a structured environment. Evaluation forms will be collected at the end of each session to assess understanding and application of the concepts taught. 3. Collaborative Planning Sessions: - Schedule regular collaborative planning sessions within Professional Learning Communities (PLCs) to share insights and best practices for intervention implementation.				

	During these sessions, educators will share their experiences and strategies that have been successful in moving students between tiers. Develop a collaborative resource repository where teachers can access intervention materials, lesson plans, and activities that align with the needs demonstrated in the iReady diagnostics. 4. Ongoing Progress Monitoring Training: -Offer professional development on effective progress monitoring techniques for tracking student performance throughout the intervention cycles. Train teachers on how to create and use progress monitoring tools, such as formative assessments, observations, and checklists, to continually evaluate the effectiveness of interventions. Schedule follow-up sessions after major assessment periods (fall, winter, spring) to analyze trends and make timely adjustments. Provide templates and examples for individualized student monitoring plans. 5. Parent Engagement and Support Workshops: - Organize workshops aimed at educating parents on how they can support their children's academic progress at home, particularly in areas identified through iReady assessments. Focus on providing parents with resources and strategies that align with the interventions in place at school. Workshops will cover topics like home-based learning activities, understanding				

	assessment results, and how to effectively communicate with teachers about their child's progress. This parental involvement is crucial to reinforce learning, especially for students needing additional support as they transition between tiers. **Implementation** * Conduct weekly progress monitoring (RTI) * Conduct a weekly review of grade reports * Conduct quarterly Common Formative Assessments **Effectiveness** * Conducting weekly progress monitoring will result in students' academic growth in grades 3-5, resulting in a predicted growth of 10-15% in students' academic performance over the course of the school year. * Conducting weekly review of grade reports will results in 5-10% students' academic achievement within the targeted grade levels by the end of the semester. * Conducting quarterly Common Formative Assessments will result in an increase of 10% in academic student achievement.				
[S 3.4] Parent and Community Engagement Initiatives: Increase parental involvement through workshops that educate parents on ways to support math learning at home. Foster partnerships with community organizations to provide additional resources and support, ensuring that economically disadvantaged students receive the extra help they need.	**[A 3.4.1] Parent and Community Engagement** - Math Literacy Workshops: Host quarterly workshops for parents on math literacy, sharing strategies and resources that they can use to help their children with math homework and problem-solving at home. - Family Math Nights: Organize family math nights where students and parents can engage in fun math games and activities together, building a	Chundra Dotson, PLC Coach; Carmen Gregory, Principal, Regina Scott, Dean of Students; Crystal	04/10/2026		

Benchmark Indicator Implementation Strategies for Increasing Parental Involvement: 1. Workshops for Parents on Math Learning: - Details: Organize a series of three workshops throughout the school year, each focused on different math topics (e.g., foundational skills for early learners, problem-solving strategies for intermediate students, and math resources for middle school preparedness). - Timeline: Schedule the workshops at the beginning, middle, and end of the academic year. The first workshop will be in October, the second in February, and the third in May. - Frequency: Each workshop will be held quarterly, allowing parents to engage with math learning techniques and practices aligned with their child's current curriculum. 2. Fostering Partnerships with Community Organizations: - Details: Collaborate with local nonprofits and community organizations to create a free tutoring program during the day and during breaks that targets economically disadvantaged students. Establish at least two partnerships (one focused on academic support and another on enrichment activities). Timeline: Develop partnerships by the end of September and launch the tutoring program in	community around Math where families learn alongside their children. - Partnership with Local Organizations: Collaborate with local organizations, such as libraries, community partners, or community centers, to offer additional tutoring programs during weekends or school breaks focusing on math skills, especially for economically disadvantaged families.	Chambers, SPED; Math Intervention Teachers, and RTI2 Advisor			

October. Offer this program once/twice a week during school, from 1:30 to 2:30 p.m. - Frequency: The tutoring program will run weekly throughout the academic year, providing consistent support and resources to targeted students. 3. Family Engagement Events: - Details: Host three family engagement events focused on math support—a Math Family Night, a Math Olympics, and a Family Math Fair. Each event will provide opportunities for parents and children to engage in math activities together. - Timeline: Schedule these events for November, January, and March to correspond with key points in the school year when families can assess student progress and needs. Frequency: Each event will occur once per semester, allowing families to participate actively and reinforce learning at home. Effectiveness of Implementations: 1. Workshops for Parents on Math Learning: - Effectiveness: Research shows that when parents are educated on supporting their children's education, there is a positive correlation to student performance. Attendance tracking and feedback surveys will help assess how well parents					

understand the material and if they apply the strategies at home. Improvement in student math scores and increased engagement in math homework can suggest effectiveness, potentially leading to higher scores in state assessments. 2. Fostering Partnerships with Community Organizations: - Effectiveness: Providing additional tutoring can significantly impact students' academic achievement. Tracking attendance and assessing pre- and post-program assessments will indicate how students are progressing. Additionally, gathering participant testimonials and data will help evaluate whether students feel more supported, confident, and prepared for their academic challenges. 3. Family Engagement Events: - Effectiveness: Family-centered events create a community atmosphere that fosters a positive attitude towards learning. Post-event surveys will provide insights into parents' perceptions of the activities and their impact on family math engagement. Moreover, evaluating changes in student attitudes toward math, increased participation in math-related activities, and overall academic performance will demonstrate the efficacy of the events in enhancing parental involvement in education.					